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COMPARISON OF NINTH AND TWELFTH GRADE STUDENTS'
OPINIONS CONCERNING GUIDANCE SERVICES IN
EIGHT SUBURBAN CONFERENCE SCHOOLS,
CENTRAL IOWA, 1962-63

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CHAPTER I

THE PROBLEM AND REVIEW OF THE LITERATURE

In the past few years the guidance program of the public schools has come under considerable examination. As schools and communities have realized the need for guidance, there have been numerous studies undertaken to examine the guidance services. These studies have taken place throughout the country and are still continuing at the local, state, and national levels. In undertaking the evaluation of the guidance programs, most studies have attempted to gain the viewpoints of the parents, teacher, guidance counselors and other specialists in the guidance area. However, in gathering these opinions and evaluating the guidance program, investigators have rarely asked the opinions of the group most directly involved in the guidance program--the students. It is for this reason that this particular study was initiated, to see whether students are gaining any benefits from the guidance services offered in their particular schools.¹

I. THE PROBLEM

Statement of the problem. It was the purpose of

¹Robert L. Gibson, "Pupil Opinions of High School Guidance Programs," Personnel and Guidance Journal, (January, 1962), 453.

this study to: (1) determine the nature and extent of the guidance services in the eight Suburban Conference Schools, located within a fifteen-mile radius of Des Moines, Iowa; (2) compare the opinions of ninth and twelfth grade students in the subject schools concerning the guidance services with emphasis on five major areas of the guidance program. These areas are individual analysis, counseling, occupational and educational information, group activities, and general information dealing with attitudes toward school, knowledge of entire school program and the guidance function in particular. In comparing the opinions of the students, the investigator will compare the relative effect of one year and four years of guidance services respectively.

Importance of the study. As the guidance movement has become more and more popular in the United States, and as the success of guidance programs is realized throughout our country, it is necessary to find out what effect the guidance services are having on the group most directly involved--the students. The investigator believes that in order to really have a successful guidance program it is important that the needs of the students are met. It is necessary, therefore, to ask the opinions of these students so that their responses can be used in improving the guidance function. With regard to his study, Gibson said that:

This survey represents an attempt to study this phase of the school program from the viewpoint of

the group most directly affected--the students, with the belief that an understanding of pupil information about attitudes towards, and utilization of their school guidance programs would be significant to guidance counselors in secondary school programs and, also could present implications for counselor trainers directing college training programs in counselor preparation.¹

II. REVIEW OF THE LITERATURE

Due to the fact that most surveys of guidance services have involved adults, teachers, counselors and other specialists in the area of guidance, there has not been a great deal of information available on students' opinions of the guidance services. The investigator found that the most information could be found in the study by Gibson, which is herewith reported.

Report of Gibson Study

Gibson, in investigating pupil opinions of guidance services, developed a pupil opinion type questionnaire which consisted of forty-five items. In selecting these forty-five questions, Gibson covered the areas of general information, individual analysis, counseling, occupational and educational information and group activities. This questionnaire was then administered to 904 seniors in high schools that had had organized guidance service with trained counselors for at least four years. The data obtained were

¹Ibid.

summarized through the efforts of counselors from the assisting schools and University counselor-trainees.¹

The area of general information brought out the following responses to the Gibson questionnaire: The students said that they liked and were proud of their school and also thought they were quite familiar with their particular school. Ninety-four per cent of the students felt that the guidance program improved their school; however, twenty-seven per cent said that it did not help them in any way. Also, eighteen per cent were not sure whether the guidance services had helped them or not. However, fifty-six per cent answered that they were not sure of the activities of the guidance program and about one-third said the program had not been explained to them during their time in high school.²

Pupil opinions in the area of individual analysis according to Gibson showed the following results: Fifty-two per cent of the students had not been able to examine their cumulative record or have it explained by the counselor. The students indicated that they had taken guidance tests and received results of them. However, thirty-four per cent of those surveyed felt that they did not understand the meaning of the tests and would have liked further

¹ Ibid.

² Ibid., p. 454.

interpretation. In examining their special abilities, aptitudes and strong and weak points, eighty-six per cent felt they were able to do this on their own. Also, fifty-six per cent reported that they did not believe that they knew themselves well enough. In addition to these responses, forty-seven per cent felt that most of their teachers did not understand them, but seventy-five per cent believed that at least one teacher could help them in working out their personal problems.¹

According to Gibson's study in the area of counseling, it was found that students would rather talk over problems with other students rather than with the counselor. If this was not possible that the students selected their parents for their second choice. However, forty-nine per cent of the students indicated that there were times when they would like to discuss problems with the counselor, but felt that the counselors did not have enough time to do this.²

Occupational and educational material was found to be readily available to the students. Planning for their future occupations had been made by almost all the seniors but seventy-six per cent felt that they probably would not turn out that way. Eighty-eight per cent had discussed occupational plans with counselors but only twenty-four per

¹ Ibid., p. 455.

² Ibid.

cent said that they had the opportunity to meet with people in those job areas. Field trips were only participated in by eight per cent, even though most of the pupils felt that field trips would be of great value.¹

In the area of group activities most of the students indicated that they had been able to participate as much as they desired, but also replied that they wished their school would have other activities which were not available to the school at this time. The students felt that the counselors did much to encourage group participation, but sixty-five per cent said that they joined organizations because of encouragement by friends or faculty and were not actually interested in the activity or group itself. In voting for a student leader, it was found by this study, that eighty-two per cent of the seniors would vote for a person they liked best over students that they thought to be better qualified.²

III. PROCEDURE

In preparing this investigation, the writer visited the State Department of Public Instruction, Des Moines, Iowa, and consulted with Lee Hoover and Giles Smith of the guidance department. These two men pointed out the work that had been done by Gibson, and suggested that the writer

¹Ibid.

²Ibid., p. 456.

could gain valuable information for a field report by doing a similar study on schools surrounding the Des Moines, Iowa, area. At the time the State Department had undertaken the same study in the Des Moines Public School system with the same questionnaire.

At the suggestion of Dr. Stuart Tiedeman, the investigator's advisor at Drake University, the writer decided to use the Gibson questionnaire in a study of pupil opinions of the guidance services. However, in contrast to Mr. Gibson's study, this study would be a comparison of the opinions of ninth grade and twelfth grade students in the eight Suburban Conference Schools, all within a radius of fifteen miles from Des Moines, Iowa. Permission to use the questionnaire was obtained from Gibson in a letter received September 29, 1962.

The eight high schools involved in this study were as follows: (1) Southeast Polk of Altoona; (2) Ankeny; (3) Bondurant; (4) Carlisle; (5) Johnston; (6) North Polk; (7) Saydel; and (8) Urbandale. All of these schools are located in the suburban area of Des Moines, Iowa, within a radius of fifteen miles from the city of Des Moines.

In preparing for the study the writer formulated a questionnaire to be given to each of the counselors of the eight high schools involved in the study. For validation the questionnaire was first submitted to Jack Sims,

Superintendent of schools at Johnston Consolidated Schools; Gary Oliver, high school principal at Johnston; Frank Whitely, elementary principal at Johnston; and Donald Palmer, guidance counselor at Johnston. The questionnaire, with modifications suggested by the four validators and Dr. Tiedeman, advisor, was then sent to the guidance counselors of each of the eight participating schools on May 6, 1963. Seven of the eight participating schools returned their questionnaires to the investigator by May 10, 1963. A phone call to Bondurant High School disclosed that this school did not have an organized guidance program and, therefore, their superintendent felt it would be of no value to the investigator for Bondurant High School to participate in the study.

After receiving the counselor questionnaire from each school participating in the project, with the number of pupils in each school in the ninth and twelfth grade, the investigator sent on May 10, 1963, pupil opinion questionnaires to the seven schools involved in the study. The schools and the number of questionnaires sent each school are as follows: (1) Southeast Polk of Altoona, seventy-five ninth grade, fifty twelfth grade; (2) Ankeny, 125 ninth grade, eighty twelfth grade; (3) Carlisle, eighty ninth grade, sixty-seven twelfth grade; (4) Johnston, 107 ninth grade, sixty-four twelfth grade; (5) North Polk, fifty ninth grade, thirty-eight twelfth grade; (6) Saydel, 150

ninth grade, ninety-eight twelfth grade; and (7) Urbandale, 115 ninth grade, sixty-three twelfth grade. This made a total of 702 ninth grade and 460 twelfth grade pupil opinion questionnaires sent to the seven participating schools. It was the purpose of the investigator to tabulate the results of answers obtained and to draw conclusions through a comparison of the ninth grade students' opinions and the twelfth grade students' opinions.

CHAPTER II

PRESENTATION OF DATA

As previously stated, the purpose of this study was to obtain the opinions of the ninth grade and twelfth grade students in the seven Suburban Conference Schools regarding the guidance services in their respective schools. In doing this, it was the purpose of the investigator to compare the opinions of the ninth grade and twelfth grade students in their responses to the questionnaire. Chapter II will include a report of these comparisons.

There was an overall return of ninety per cent from the ninth grade questionnaire sent out to the seven participating schools and an eighty-seven per cent return from the questionnaire sent out to the twelfth grade students in the seven participating schools.

Table I indicates the responses from the guidance counselors of the seven participating schools regarding their guidance program in their school. Four schools indicated that they have had a guidance program for seven years, whereas three schools indicated that they have had a guidance program for four years. All of the schools said that they have a counselor for both the ninth and twelfth grade students, and that they met with each student at least once during the school year. Six of the schools said that they had an orientation program for ninth graders, one did

TABLE I

RESPONSES OF GUIDANCE COUNSELORS IN SEVEN DES MOINES SUBURBAN SCHOOLS, 1963, REGARDING THE GUIDANCE PROGRAM FOR FRESHMEN AND SENIORS

| Item | Responses | | | |
|--|--|------|-----|------|
| | Yes | | No | |
| | 9th | 12th | 9th | 12th |
| 1. How long have you had a guidance program in your school? | 4-seven years 3-four years | | | |
| 2. Do you have a counselor for: | 7 | 7 | | |
| 3. Do you meet with each student in ninth and twelfth grade at least once during the year? | 7 | 7 | | |
| 4. Do you have an orientation program for: | 6 | 1 | | |
| b. transfer students | 2 | 5 | | |
| 4a. How do the students become acquainted with your school? | | | | |
| 1. Student Handbook | 7 | | | |
| 2. Big Brother Program | 0 | | | |
| 5. Do you have an organized testing program for: | 7 | 7 | | |
| 5a. How many standardized tests do you give? | All schools use their county testing program | | | |
| 5b. How are the test results interpreted for the students? | | | | |
| 1. Individual Counseling | 7 | 7 | | |
| 2. Group Counseling | 7 | 7 | | |
| 6. Do you have occupational and educational information available for students? | 7 | 7 | | |
| 7. Are students encouraged, by the counselor, to take part in other school activities? | 7 | 7 | | |

not; however, two of the schools said that they had an orientation program for transfer students; five did not. All of the schools used a student handbook to acquaint their students with their school. Also all of the schools used their county testing program in administering standardized tests. The counselors from all of the schools said that they used both individual and group counseling in interpreting the test results for the students. All of the schools had occupational and educational information for both the ninth and twelfth grade students, and all of the counselors stated that they had encouraged both freshmen and seniors to take part in other school activities.

Table II shows the responses from Altoona High School, to questions in the area of general information. In general, it was found that the ninth graders and twelfth graders from Altoona enjoyed school and were proud of their school. However, a number of ninth grade students indicated they were not sure whether they were proud of their school, whereas no twelfth graders expressed doubt. About half the ninth graders felt inadequate to inform new students of school policies, guidance services available and activities carried on in the school. Most seniors felt more confident to inform. Regarding the guidance program, most freshmen and seniors knew the persons responsible for guidance in the school; however, most freshmen felt they were not familiar with the program, the program had not assisted them in any

TABLE II

RESPONSES OF FRESHMEN AND SENIORS FROM ALTOONA HIGH SCHOOL TO QUESTIONS IN AREA OF
GENERAL INFORMATION, 1963

| Item | Yes | | Percent of Total | | No | | Not Sure | |
|---|-----|------|---------------------|------|-----|------|----------|------|
| | 9th | 12th | 9th | 12th | 9th | 12th | 9th | 12th |
| 1. Do you for the most part, enjoy school? | 49 | 32 | 72 | 74 | 12 | 9 | 7 | 2 |
| 2. Are you proud of your school? | 44 | 42 | 65 | 98 | 6 | 1 | 18 | 0 |
| 3. Could you tell a new student entering your school the important things he should know to get off to a good start? | 32 | 26 | 47 | 60 | 17 | 3 | 19 | 14 |
| 4. Could you tell a new student entering your school what most of the guidance services and activities are carried on in this school? | 35 | 32 | 51 | 74 | 14 | 5 | 19 | 6 |
| 5. Has the guidance program of this school ever been described, explained or outlined to you for your information? | 12 | 19 | 18 | 44 | 38 | 16 | 18 | 8 |
| 6. Do you know who the faculty members are in your school who are responsible for student guidance and counseling? | 57 | 42 | 84 | 98 | 9 | 0 | 2 | 1 |
| 7. Has the school guidance program, as you understand it assisted you personally in any way while attending this school? | 22 | 29 | 32 | 67 | 33 | 11 | 13 | 3 |
| 8. In your opinion, does the school guidance program add anything of value to your school? | 29 | 34 | 43 | 79 | 15 | 5 | 24 | 4 |

way, nor did it add anything of value to the school. Most seniors, however, felt that, although the program was not outlined as much as they would like, it still assisted them while they were in school and they also believed that the guidance program added value to their school.

In responding to questions in the area of individual analysis, Table III indicates that neither freshmen and seniors had the opportunity to examine their cumulative records. Most ninth and twelfth graders were informed of test results and understood these results. Although 91 per cent of the freshmen had taken guidance tests, only 65 per cent of the seniors had been tested. However, 49 per cent of both freshmen and seniors felt a need for further interpretation. Neither the majority of freshmen or seniors felt that they could identify their special abilities, although both groups could, in the main, identify special interests, particularly the seniors. Most freshmen and seniors felt that they could identify their strong and weak points, but the seniors were not so sure that they understood themselves, as were the freshmen. However, 59 per cent of the freshmen and 56 per cent of the seniors felt their teachers understood them.

In Table IV regarding the area of counseling 51 per cent of the freshmen felt that there were teachers to whom they could go for help, 77 per cent of the seniors. Only 31 per cent of the ninth graders felt that the teachers would have sufficient time to talk to them as against the seniors'

TABLE III

RESPONSES OF FRESHMEN AND SENIORS FROM ALTOONA HIGH SCHOOL TO QUESTIONS IN AREA OF
INDIVIDUAL ANALYSIS, 1963

| Item | Yes | | Percent of Total | | No | | Not Sure | |
|--|-----|------|---------------------|------|-----|------|----------|------|
| | 9th | 12th | 9th | 12th | 9th | 12th | 9th | 12th |
| 9. Have you had the opportunity to personally examine or have explained to you your cumulative record card? | 17 | 18 | 25 | 42 | 42 | 20 | 9 | 5 |
| 10. Have you taken any guidance tests in high school? | 62 | 28 | 91 | 65 | 2 | 5 | 4 | 10 |
| 11. If you have taken any guidance tests, were you usually informed of the results? | 49 | 27 | 72 | 63 | 13 | 10 | 6 | 6 |
| 12. Do you understand what these results mean as far as you are concerned? | 37 | 26 | 54 | 60 | 20 | 6 | 11 | 11 |
| 13. Would you have liked further interpretations of your tests scores? | 33 | 21 | 49 | 49 | 26 | 14 | 9 | 8 |
| 14. Do you feel reasonably sure that you could, at this time, identify any special abilities or aptitudes that you may have? | 25 | 19 | 37 | 44 | 27 | 9 | 16 | 15 |
| 15. Do you feel reasonably sure that you can identify your special interests? | 40 | 36 | 59 | 84 | 16 | 4 | 12 | 3 |
| 16. Do you feel that you know most of the strong and weak points of your personality? | 46 | 30 | 68 | 70 | 9 | 4 | 13 | 9 |
| 17. Do you understand yourself to your own satisfaction? | 43 | 20 | 63 | 47 | 12 | 9 | 13 | 14 |
| 18. Have you written your autobiography at any time during your high school years? | 10 | 27 | 15 | 63 | 54 | 16 | 4 | 0 |
| 19. If you did write your autobiography, did you feel that this experience was helpful to you in any way? | 11 | 12 | 18 | 34 | 30 | 18 | 19 | 5 |
| 20. Do most of your teachers seem to understand you? | 40 | 24 | 59 | 56 | 15 | 9 | 13 | 10 |

TABLE IV
RESPONSES OF FRESHMEN AND SENIORS FROM ALTOONA HIGH SCHOOL TO QUESTIONS IN AREA OF
COUNSELING, 1963

| Item | Yes | | Percent of Total | | No | | Not Sure | |
|--|-----|------|---------------------|------|-----|------|----------|------|
| | 9th | 12th | 9th | 12th | 9th | 12th | 9th | 12th |
| 21. Do you feel that there is at least one teacher in this school who knows you well enough to be of genuine help in working with you on your problems? | 35 | 33 | 51 | 77 | 19 | 6 | 14 | 4 |
| 22. If your answer to the previous question was yes, do you feel that this teacher has sufficient time to talk to you? | 19 | 23 | 31 | 61 | 23 | 8 | 20 | 7 |
| 23. Have you ever had a serious problem that you would have liked to discuss with some faculty member immediately? | 10 | 10 | 15 | 23 | 53 | 30 | 5 | 3 |
| 24. If your answer to the previous question was yes, was it or would it have been possible, regardless of the hour of the school day, to discuss this problem with a faculty person? | 11 | 5 | 20 | 23 | 22 | 12 | 23 | 5 |
| 25. Have you ever had a problem that you would have liked to talk over with a particular faculty member but didn't because you were afraid-or just couldn't figure out a way to approach this teacher with your problem? | 24 | 11 | 35 | 26 | 39 | 27 | 5 | 5 |
| 26. Would you usually prefer to talk over your personal problems with a student friend instead of a faculty member of this school? | 51 | 29 | 75 | 67 | 9 | 7 | 8 | 7 |
| 27. Do you usually prefer to talk over your personal problems with a student friend rather than your parents? | 49 | 18 | 72 | 42 | 19 | 20 | 0 | 5 |
| 28. Would you usually prefer to talk over your personal problems with your parents rather than a faculty member? | 53 | 28 | 78 | 65 | 9 | 7 | 6 | 8 |

61 per cent. If problems developed in the minds of the ninth or twelfth graders, very few of them would go to a teacher for help. Both groups felt that they would rather discuss personal problems with other students rather than a teacher. However, 72 per cent of ninth graders but only 42 per cent of seniors would prefer talking to students rather than to parents. Most freshmen and seniors would prefer to talk over problems with parents rather than with a faculty member.

Table V concerns occupational and educational information. Only 22 per cent of freshmen as compared with 72 per cent of the seniors had discussed occupational plans with teachers. Only 18 per cent of ninth graders but 49 per cent of seniors felt they were able to learn of occupations while in school; 16 per cent of the freshmen and 58 per cent of the seniors said their school had informational files about occupations. However, most freshmen and seniors had doubts regarding their future. Most seniors had been on field trips or discussed job opportunities with qualified personnel, whereas only 40 per cent of the freshmen had taken field trips, 15 per cent had discussed job opportunities.

Table VI which applies to the area of group activities shows that the freshmen and seniors were in accord concerning questions in this area. Although less than half of each class had participated in school activities as much as they would have liked, most of both freshmen and seniors felt that they

TABLE V

RESPONSES OF FRESHMEN AND SENIORS FROM ALTOONA HIGH SCHOOL TO QUESTIONS IN AREA OF
OCCUPATIONAL AND EDUCATIONAL INFORMATION, 1963

| Item | Yes | | Per cent of Total | | No | | Not Sure | |
|--|-----|------|----------------------|------|-----|------|----------|------|
| | 9th | 12th | 9th | 12th | 9th | 12th | 9th | 12th |
| 29. Have you ever discussed your occupational plans with one of your teachers? | 15 | 31 | 22 | 72 | 45 | 11 | 8 | 1 |
| 30. Have you ever gone to a faculty member of this school for information about a particular field of work? | 17 | 27 | 25 | 63 | 46 | 15 | 5 | 1 |
| 31. Do you feel that you have had enough opportunities to learn about occupations in general and the occupation of your choice in particular while a student in this school? | 12 | 21 | 18 | 49 | 40 | 15 | 16 | 7 |
| 32. Do you have any doubts or indecisions about your probable choice of an occupation at this time? | 49 | 23 | 72 | 53 | 13 | 18 | 6 | 2 |
| 33. Does your school have informational materials about occupations on file anywhere for your use? | 11 | 25 | 16 | 58 | 20 | 2 | 37 | 16 |
| 34. Have you eliminated any occupations from job or training considerations as a result of some activity or activities of your school guidance program? | 7 | 16 | 10 | 37 | 45 | 23 | 16 | 4 |
| 35. Have you participated in any field trips to businesses or industries? | 27 | 34 | 40 | 79 | 36 | 8 | 5 | 1 |
| 36. Have you had opportunities, through school activities, to discuss job opportunities or training programs of interest to you with people who are in these jobs? | 10 | 27 | 15 | 63 | 57 | 15 | 1 | 1 |
| 37. Could you secure assistance from your school in seeking or securing a part-time job? | 12 | 14 | 18 | 33 | 20 | 7 | 36 | 22 |

TABLE VI
RESPONSES OF FRESHMEN AND SENIORS FROM ALTOONA HIGH SCHOOL TO QUESTIONS IN AREA OF
GROUP ACTIVITIES, 1963

| Item | Yes | | Per Cent of Total | | No | | Not Sure | |
|--|-----|------|----------------------|------|-----|------|----------|------|
| | 9th | 12th | 9th | 12th | 9th | 12th | 9th | 12th |
| 38. Have you participated as much as you would like in your school activities program? | 31 | 20 | 46 | 47 | 34 | 20 | 3 | 3 |
| 39. Do you find that participation in extra-curricular activities has adversely affected your classwork or grades in any way? | 13 | 10 | 19 | 23 | 43 | 28 | 12 | 5 |
| 40. In your opinion, do most of the students that want to participate in the extracurricular activities of your school have the opportunity to do so? | 47 | 31 | 69 | 72 | 8 | 9 | 13 | 3 |
| 41. Are there some group activities which you wish your school offered that it does not at the present time? | 38 | 28 | 56 | 65 | 22 | 13 | 8 | 2 |
| 42. Are faculty advisors helpful and encouraging to student groups and activities? | 35 | 26 | 51 | 60 | 11 | 6 | 22 | 11 |
| 43. Have you ever joined a student group that you were not really interested in? | 20 | 17 | 29 | 40 | 34 | 25 | 4 | 1 |
| 44. Is your student council an active and worthwhile organization in your school? | 44 | 22 | 65 | 51 | 14 | 6 | 10 | 15 |
| 45. In voting for a student leader, would you vote for the student you personally liked best over other students you knew to be better qualified for leadership? | 19 | 6 | 28 | 14 | 40 | 29 | 9 | 8 |

had been encouraged by faculty to take part in these activities, felt the opportunity to participate was available, and felt the student council active and worthwhile. Both classes also indicated they would favor a leader with outstanding leadership qualities as opposed to personal friends who might be less qualified.

Table VII shows the responses from Ankeny High School, to questions in the area of general information. In general, it was found that the ninth graders and twelfth graders from Ankeny enjoyed school, were proud of their school, and felt well enough informed to help a new student become acquainted with school policies, guidance services available and activities carried on in the school. In regard to the guidance program, most freshmen and seniors felt they knew the persons responsible for guidance and had received personal assistance from the guidance services. However, 54 per cent of the freshmen felt the guidance program had been sufficiently outlined for them, whereas 38 per cent of the seniors had been sufficiently informed of the guidance program. Although a majority of the freshmen and seniors felt the guidance program added value to the school, 53 per cent of the freshmen had this opinion, compared with 74 per cent of the seniors.

Questions pertaining to the area of individual analysis were tabulated in Table VIII. More than half of the freshmen and seniors were able to personally examine their cumulative records. Most of the freshmen and seniors had

TABLE VII
RESPONSES OF FRESHMEN AND SENIORS FROM ANKENY HIGH SCHOOL TO QUESTIONS IN AREA OF
GENERAL INFORMATION, 1963

| Item | Yes | | Percent of Total | | No | | Not Sure | |
|---|-----|------|---------------------|------|-----|------|----------|------|
| | 9th | 12th | 9th | 12th | 9th | 12th | 9th | 12th |
| 1. Do you, for the most part, enjoy school? | 78 | 54 | 81 | 79 | 8 | 7 | 10 | 7 |
| 2. Are you proud of your school? | 86 | 65 | 90 | 96 | 4 | 0 | 6 | 3 |
| 3. Could you tell a new student entering your school the important things he should know to get off to a good start? | 59 | 50 | 61 | 74 | 15 | 4 | 22 | 14 |
| 4. Could you tell a new student entering your school what most of the guidance services and activities are carried on in this school? | 64 | 46 | 67 | 68 | 10 | 10 | 22 | 12 |
| 5. Has the guidance program of this school ever been described, explained or outlined to you for your information? | 52 | 26 | 54 | 38 | 19 | 16 | 25 | 26 |
| 6. Do you know who the faculty members are in your school who are responsible for student guidance and counseling? | 85 | 65 | 89 | 96 | 6 | 1 | 5 | 2 |
| 7. Has the school guidance program, as you understand it, assisted you personally in any way while attending this school? | 60 | 54 | 63 | 79 | 25 | 7 | 11 | 7 |
| 8. In your opinion, does the school guidance program add anything of value to your school? | 51 | 50 | 53 | 74 | 22 | 8 | 23 | 10 |

TABLE VIII
RESPONSES OF FRESHMEN AND SENIORS FROM ANKENY HIGH SCHOOL TO QUESTIONS IN AREA OF
INDIVIDUAL ANALYSIS, 1963

| Item | Yes | | Per Cent of Total | | No | | Not Sure | |
|--|-----|------|----------------------|------|-----|------|----------|------|
| | 9th | 12th | 9th | 12th | 9th | 12th | 9th | 12th |
| 9. Have you had the opportunity to personally examine or have explained to you your cumulative record card? | 60 | 36 | 63 | 53 | 23 | 25 | 13 | 7 |
| 10. Have you taken any guidance tests in high school? | 93 | 60 | 97 | 88 | 1 | 4 | 2 | 4 |
| 11. If you have taken any guidance tests, were you usually informed of the results? | 88 | 61 | 92 | 90 | 4 | 2 | 4 | 5 |
| 12. Do you understand what these results mean as far as you are concerned? | 78 | 54 | 81 | 79 | 7 | 1 | 11 | 13 |
| 13. Would you have liked further interpretations of your tests scores? | 38 | 18 | 40 | 26 | 51 | 44 | 7 | 6 |
| 14. Do you feel reasonably sure that you could, at this time, identify any special abilities or aptitudes that you may have? | 39 | 34 | 41 | 50 | 20 | 13 | 37 | 21 |
| 15. Do you feel reasonably sure that you can identify your special interests? | 67 | 50 | 70 | 74 | 14 | 8 | 15 | 10 |
| 16. Do you feel that you know most of the strong and weak points of your personality? | 50 | 39 | 52 | 57 | 19 | 14 | 27 | 15 |
| 17. Do you understand yourself to your own satisfaction? | 62 | 46 | 65 | 68 | 11 | 15 | 23 | 7 |
| 18. Have you written your autobiography at any time during your high school years? | 23 | 34 | 24 | 50 | 70 | 30 | 3 | 4 |
| 19. If you did write your autobiography, did you feel that this experience was helpful to you in any way? | 16 | 16 | 17 | 29 | 59 | 32 | 21 | 7 |
| 20. Do most of your teachers seem to understand you? | 51 | 34 | 53 | 50 | 18 | 7 | 27 | 27 |

taken guidance tests, were informed of the results, and felt they understood the meaning of the results. Only 40 per cent of the freshmen and 26 per cent of the seniors would have liked to have further interpretation of their test results. Forty-one per cent of freshmen and 50 per cent of seniors felt that they could identify their special abilities, although both groups felt that they knew their special interests, strong and weak points, and understood themselves to their own satisfaction. However, 53 per cent of the freshmen and 50 per cent of the seniors felt their teachers understood them.

Table IX which deals with the area of counseling, shows that most of the freshmen and seniors felt that there was a teacher to whom they could go for help, and the teacher would have sufficient time to talk to them. However, only 31 per cent of the freshmen and 19 per cent of the seniors have had problems they would have liked to discuss with a faculty member. Both groups felt that they would rather discuss personal problems with other students rather than a teacher. However, only 47 per cent of the freshmen and 37 per cent of the seniors would prefer talking to a student friend instead of their parents. Most freshmen and seniors would also prefer to talk over problems with parents rather than with a faculty member.

Table X concerns occupational and educational information. Most of the freshmen and seniors had discussed

TABLE IX

RESPONSES OF FRESHMEN AND SENIORS FROM ANKENY HIGH SCHOOL TO QUESTIONS IN AREA OF COUNSELING, 1963

| Item | Yes | | Per cent of Total | | No | | Not sure | |
|--|-----|------|----------------------|------|-----|------|----------|------|
| | 9th | 12th | 9th | 12th | 9th | 12th | 9th | 12th |
| 21. Do you feel that there is at least one teacher in this school who knows you well enough to be of genuine help in working with you on your problems? | 65 | 44 | 68 | 65 | 19 | 14 | 12 | 10 |
| 22. If your answer to the previous question was yes, do you feel that this teacher has sufficient time to talk to you? | 44 | 34 | 52 | 61 | 20 | 13 | 24 | 9 |
| 23. Have you ever had a serious problem that you would have liked to have discussed with some faculty member immediately? | 30 | 13 | 31 | 19 | 62 | 50 | 4 | 5 |
| 24. If your answer to the previous question was yes, was it or would it have been possible, regardless of the hour of the school day, to discuss this problem with a faculty person? | 17 | 5 | 24 | 14 | 39 | 23 | 16 | 8 |
| 25. Have you ever had a problem that you would have liked to talk over with a particular faculty member but didn't because you were afraid-or just couldn't figure out a way to approach this teacher with your problem? | 39 | 25 | 41 | 37 | 48 | 40 | 9 | 3 |
| 26. Would you usually prefer to talk over your personal problems with a student friend instead of a faculty member of this school? | 66 | 49 | 69 | 72 | 14 | 11 | 16 | 8 |
| 27. Do you usually prefer to talk over your personal problems with a student friend instead of your parents? | 45 | 25 | 47 | 37 | 30 | 27 | 21 | 16 |
| 28. Would you usually prefer to talk over your personal problems with your parents rather than a faculty member? | 73 | 50 | 76 | 74 | 12 | 7 | 11 | 11 |

TABLE X

RESPONSES OF FRESHMEN AND SENIORS FROM ANKENY HIGH SCHOOL TO QUESTIONS IN AREA OF
OCCUPATIONAL AND EDUCATIONAL INFORMATION, 1963

| Item | Yes | | Per cent of Total | | No | | Not sure | |
|--|-----|------|----------------------|------|-----|------|----------|------|
| | 9th | 12th | 9th | 12th | 9th | 12th | 9th | 12th |
| 29. Have you ever discussed your occupational plans with one of your teachers? | 78 | 56 | 81 | 82 | 16 | 11 | 2 | 1 |
| 30. Have you ever gone to a faculty member of this school for information about a particular field of work? | 50 | 43 | 52 | 63 | 44 | 21 | 2 | 4 |
| 31. Do you feel that you have had enough opportunities to learn about occupations in general and the occupation of your choice in particular while a student in this school? | 64 | 43 | 67 | 63 | 21 | 19 | 11 | 6 |
| 32. Do you have any doubts or indecisions about your probable choice of an occupation at this time? | 63 | 37 | 66 | 54 | 25 | 24 | 8 | 7 |
| 33. Does your school have informational materials about occupations on file anywhere for your use? | 89 | 63 | 93 | 93 | 1 | 0 | 6 | 5 |
| 34. Have you eliminated any occupations from job or training consideration as a result of some activity or activities of your school guidance program? | 43 | 24 | 45 | 35 | 40 | 38 | 13 | 6 |
| 35. Have you participated in any field trips to businesses or industries? | 56 | 48 | 58 | 71 | 39 | 18 | 1 | 2 |
| 36. Have you had opportunities, through school activities, to discuss job opportunities or training programs of interest to you with people who are in these jobs? | 65 | 53 | 68 | 78 | 28 | 12 | 3 | 3 |
| 37. Could you secure assistance from your school in seeking a part-time job? | 64 | 24 | 67 | 35 | 10 | 15 | 22 | 29 |

occupational plans with teachers, knew their school had informational files about occupations and had become acquainted with occupations while a student at Ankeny. However, 58 per cent of the freshmen as compared to 71 per cent of the seniors had doubts regarding their future plans, but only 45 per cent of the freshmen and 35 per cent of the seniors had eliminated occupations as a result of the guidance program.

Table XI examines the area of group activities. Forty-eight per cent of the freshmen and 53 per cent had participated as much as they wanted to in school activities. Most of the freshmen and seniors felt that they had been encouraged by faculty to take part in activities, felt the opportunity to participate was available, and felt their student council was an active and worth-while organization. Only 32 per cent of the freshmen and 18 per cent of the seniors felt extracurricular activities adversely affected class work.

The area of general information in Table XII shows the responses made by freshmen and seniors from Carlisle High School. Most of the freshmen and seniors indicated that they enjoyed school, were proud of their school, and felt they could explain to new students school policies, guidance services and activities carried on in their school. Sixty-seven per cent of the freshmen and only 26 per cent of the seniors felt that the guidance program had been outlined for their information. However, most of the freshmen and seniors felt they knew the persons responsible for guidance in their school,

TABLE XI

RESPONSES OF FRESHMEN AND SENIORS FROM ANKENY HIGH SCHOOL TO QUESTIONS IN AREA OF GROUP ACTIVITIES, 1963

| Item | Yes | | Per cent of Total | | No | | Not sure | |
|--|-----|------|----------------------|------|-----|------|----------|------|
| | 9th | 12th | 9th | 12th | 9th | 12th | 9th | 12th |
| 38. Have you participated as much as you would like in your school activities program? | 46 | 36 | 48 | 53 | 41 | 31 | 5 | 1 |
| 39. Do you find that participation in extracurricular activities has adversely affected your class work or grades in any way? | 31 | 12 | 32 | 18 | 55 | 50 | 10 | 6 |
| 40. In your opinion, do most of the students that want to participate in the extracurricular activities of your school have the opportunity to do so? | 67 | 58 | 70 | 85 | 21 | 5 | 8 | 5 |
| 41. Are there some group activities which you wish your school offered that it does not at the present time? | 61 | 32 | 64 | 47 | 25 | 29 | 10 | 7 |
| 42. Are faculty advisors helpful and encouraging to student groups and activities? | 54 | 41 | 56 | 60 | 19 | 12 | 23 | 15 |
| 43. Have you ever joined a student group that you weren't really interested in? | 36 | 18 | 38 | 26 | 54 | 43 | 6 | 7 |
| 44. Is your student council an active and worthwhile organization in your school? | 62 | 36 | 65 | 53 | 15 | 11 | 19 | 21 |
| 45. In voting for a student leader, would you vote for the student you personally liked best over other students you knew to be better qualified for leadership? | 26 | 13 | 27 | 19 | 58 | 47 | 12 | 8 |

TABLE XII

RESPONSES OF FRESHMEN AND SENIORS FROM CARLISLE HIGH SCHOOL TO QUESTIONS IN AREA OF GENERAL INFORMATION, 1963

| Item | Yes | | Per cent of Total | | No | | Not sure | |
|---|-----|------|----------------------|------|-----|------|----------|------|
| | 9th | 12th | 9th | 12th | 9th | 12th | 9th | 12th |
| 1. Do you, for the most part, enjoy school? | 54 | 37 | 72 | 80 | 11 | 5 | 10 | 4 |
| 2. Are you proud of your school? | 69 | 37 | 92 | 80 | 2 | 3 | 4 | 6 |
| 3. Could you tell a new student entering your school the important things he should know to get off to a good start? | 39 | 29 | 52 | 63 | 5 | 3 | 31 | 14 |
| 4. Could you tell a new student entering your school what most of the guidance services and activities are carried on in this school? | 48 | 31 | 64 | 67 | 8 | 3 | 19 | 12 |
| 5. Has the guidance program of this school ever been described, explained or outlined to you for your information? | 50 | 12 | 67 | 26 | 15 | 22 | 10 | 12 |
| 6. Do you know who the faculty members are in your school who are responsible for student guidance and counseling? | 71 | 39 | 95 | 85 | 2 | 5 | 2 | 2 |
| 7. Has the school guidance program, as you understand it, assisted you personally in any way while attending this school? | 44 | 32 | 59 | 70 | 23 | 9 | 8 | 5 |
| 8. In your opinion, does the school guidance program add anything of value to your school? | 60 | 37 | 80 | 80 | 2 | 3 | 13 | 6 |

and had been assisted personally by the guidance services. Also both groups indicated that they felt the guidance program added value to their school.

Table XIII with questions applying to the area of individual analysis found some differences of opinion between the freshmen and seniors. Forty-one per cent of the freshmen had the opportunity to examine their cumulative record whereas only 20 per cent of the seniors had this opportunity. Most of the freshmen and seniors said that they had taken guidance tests and were informed of the test results. However, 52 per cent of the freshmen indicated they understood their results of these tests and 48 per cent of the seniors understood their results. A majority of both groups indicated that they would like to have further interpretation. Only 28 per cent of the freshmen felt that they were aware of their special abilities, but 52 per cent of the seniors said they could identify their special abilities. Both groups felt reasonably sure they could identify their special interests. However, 69 per cent of the freshmen and only 37 per cent of the seniors stated they could identify their strong and weak points of their personality. Neither the majority of freshmen or seniors felt they could understand themselves to their own satisfaction, nor did they feel that the teachers understood them since only 48 per cent of the freshmen and 24 per cent of the seniors indicated they were understood.

TABLE XIII

RESPONSES OF FRESHMEN AND SENIORS FROM CARLISLE HIGH SCHOOL TO QUESTIONS IN AREA OF
INDIVIDUAL ANALYSIS, 1963

| Item | Yes | | Per cent of Total | | No | | Not sure | |
|--|-----|------|----------------------|------|-----|------|----------|------|
| | 9th | 12th | 9th | 12th | 9th | 12th | 9th | 12th |
| 9. Have you had the opportunity to personally examine or have explained to you, your cumulative record card? | 31 | 9 | 41 | 20 | 34 | 30 | 10 | 7 |
| 10. Have you taken any guidance tests in high school? | 54 | 35 | 72 | 76 | 4 | 5 | 17 | 6 |
| 11. If you have taken any guidance tests, were you usually informed of the results? | 52 | 25 | 69 | 54 | 12 | 7 | 11 | 14 |
| 12. Do you understand what these results mean as far as you are concerned? | 39 | 22 | 52 | 48 | 16 | 9 | 20 | 15 |
| 13. Would you have liked further interpretations of your test scores? | 41 | 31 | 55 | 67 | 28 | 9 | 6 | 6 |
| 14. Do you feel reasonably sure that you could, at this time, identify any special abilities or aptitudes that you may have? | 21 | 24 | 28 | 52 | 27 | 10 | 27 | 12 |
| 15. Do you feel reasonably sure that you can identify your special interests? | 53 | 29 | 71 | 63 | 10 | 14 | 12 | 3 |
| 16. Do you feel that you know most of the strong and weak points of your personality? | 52 | 17 | 69 | 37 | 16 | 13 | 7 | 16 |
| 17. Do you understand yourself to your own satisfaction? | 30 | 17 | 40 | 37 | 33 | 21 | 12 | 8 |
| 18. Have you written your autobiography at any time during your high school years? | 4 | 33 | 5 | 72 | 71 | 11 | 0 | 2 |
| 19. If you did write your autobiography, did you feel that this experience was helpful to you in any way? | 1 | 12 | 1 | 28 | 66 | 24 | 2 | 7 |
| 20. Do most of your teachers seem to understand you? | 36 | 11 | 48 | 24 | 7 | 17 | 32 | 18 |

In Table XIV, regarding the area of counseling, a majority of freshmen and seniors felt that there was at least one teacher to whom they could go for help. However, only 45 per cent of the freshmen and 34 per cent of the seniors felt teachers had sufficient time to talk to them, although both groups indicated in their responses that they would go to others than faculty for help. Most of the freshmen and seniors would prefer to talk over personal problems with a student rather than a faculty member. However, less than half of the freshmen and seniors, 45 per cent, ninth graders and 52 per cent twelfth graders would rather talk to a student than to their parents. Also a majority of both groups indicated that they would rather talk to their parents rather than a faculty member about their personal problems.

In the area of occupational and educational information covered in Table XV, it was found that most of the freshmen and seniors had discussed occupational plans with a teacher. However, only 39 per cent of the freshmen had ever gone to faculty members for information about an occupation, whereas 67 per cent of the seniors had done so. Most of the freshmen and seniors were aware that the school had an informational file available for them to use and they also reported going on field trips. Sixty-four per cent of the freshmen and 50 per cent of the seniors still had doubts about their occupational future. Also only 39 per cent of the freshmen had discussed job opportunities, whereas 50 per

TABLE XIV

RESPONSES OF FRESHMEN AND SENIORS FROM CARLISLE HIGH SCHOOL TO QUESTIONS IN AREA OF
COUNSELING, 1963

| Item | Yes | | Per cent of Total | | No | | Not sure | |
|---|-----|------|----------------------|------|-----|------|----------|------|
| | 9th | 12th | 9th | 12th | 9th | 12th | 9th | 12th |
| 21. Do you feel that there is at least one teacher in this school who knows you well enough to be of genuine help in working with you on your problems? | 52 | 27 | 69 | 59 | 11 | 10 | 12 | 9 |
| 22. If your answer to the previous question was yes, do you feel that this teacher has sufficient time to talk to you? | 33 | 14 | 45 | 34 | 21 | 18 | 20 | 9 |
| 23. Have you ever had a serious problem that you would have liked to have discussed with some faculty member immediately? | 22 | 22 | 29 | 48 | 42 | 24 | 11 | 0 |
| 24. If your answer to the previous question was yes, was it or would it have been possible, regardless of the hour of the school day, to discuss this problem with a faculty person? | 11 | 10 | 15 | 29 | 43 | 21 | 19 | 4 |
| 25. Have you ever had a problem that you would have liked to talk over with a particular faculty member but didn't because you were afraid--or just couldn't figure out a way to approach this teacher with your problem? | 36 | 21 | 48 | 46 | 35 | 21 | 4 | 4 |
| 26. Would you usually prefer to talk over your personal problems with a student friend instead of a faculty member of this school? | 58 | 37 | 77 | 80 | 10 | 4 | 7 | 5 |
| 27. Do you usually prefer to talk over your personal problems with a student friend instead of your parents? | 34 | 24 | 45 | 52 | 37 | 17 | 4 | 5 |
| 28. Would you usually prefer to talk over your personal problems with your parents rather than a faculty member? | 61 | 39 | 81 | 85 | 10 | 5 | 4 | 2 |

TABLE XV

RESPONSES OF FRESHMEN AND SENIORS FROM CARLISLE HIGH SCHOOL TO QUESTIONS IN AREA OF
OCCUPATIONAL AND EDUCATIONAL INFORMATION, 1963

| Item | Yes | | Per cent of Total | | No | | Not sure | |
|--|-----|------|----------------------|------|-----|------|----------|------|
| | 9th | 12th | 9th | 12th | 9th | 12th | 9th | 12th |
| 29. Have you ever discussed your occupational plans with one of your teachers? | 46 | 39 | 61 | 85 | 26 | 6 | 3 | 1 |
| 30. Have you ever gone to a faculty member of this school for information about a particular field of work? | 29 | 31 | 39 | 67 | 46 | 13 | 0 | 2 |
| 31. Do you feel that you have had enough opportunities to learn about occupations in general and the occupation of your choice in particular while a student in this school? | 35 | 20 | 47 | 43 | 25 | 24 | 15 | 2 |
| 32. Do you have any doubts of indecisions about your probable choice of an occupation at this time? | 48 | 23 | 64 | 50 | 24 | 19 | 3 | 4 |
| 33. Does your school have informational materials about occupations on file anywhere for your use? | 64 | 41 | 85 | 89 | 2 | 1 | 9 | 4 |
| 34. Have you eliminated any occupations from job or training considerations as a result of some activity or activities of your school guidance program? | 32 | 13 | 43 | 28 | 44 | 23 | 0 | 10 |
| 35. Have you participated in any field trips to businesses or industries? | 65 | 30 | 87 | 65 | 10 | 5 | 0 | 11 |
| 36. Have you had opportunities through school activities, to discuss job opportunities or training programs of interest to you with people who are in these jobs? | 29 | 23 | 39 | 50 | 40 | 11 | 6 | 12 |
| 37. Could you secure assistance from your school in seeking a part-time job? | 32 | 34 | 43 | 74 | 10 | 10 | 33 | 2 |

cent of the seniors had done this.

Table XVI regarding the area of group activities, shows that only 44 per cent of the freshmen had participated in their school activities program, whereas 54 per cent of the seniors had participated in activities of their school. A great difference of opinion was shown by the fact that 89 per cent of the freshmen felt faculty advisers had encouraged them; however, only 39 per cent of the seniors had this opinion. Most of the students felt they had the opportunity to participate in other activities and did not feel that this would interfere with their school work. Another great difference was shown in the response to the worth of the student council, where it was found that 89 per cent of the freshmen felt the student council was worth-while, but only 35 per cent of the seniors felt this way about their student council.

Table XVII indicates the responses from Johnston High School, to questions in the area of general information. Most of the freshmen and seniors stated they enjoyed school for the most part; however, 78 per cent of the freshmen were proud of their school whereas only 56 per cent of the seniors felt this attitude toward their school. About half the ninth graders felt inadequate to inform new students of school policies, guidance services available and activities carried on in the school. Most seniors felt more confident to inform. A majority of both freshmen and seniors understood the guidance program and knew the persons responsible for guidance

TABLE XVI

RESPONSES OF FRESHMEN AND SENIORS FROM CARLISLE HIGH SCHOOL TO QUESTIONS IN AREA OF GROUP ACTIVITIES, 1963

| Item | Yes | | Per cent of Total | | No | | Not sure | |
|--|-----|------|----------------------|------|-----|------|----------|------|
| | 9th | 12th | 9th | 12th | 9th | 12th | 9th | 12th |
| 38. Have you participated as much as you would like in your school activities program? | 33 | 25 | 44 | 54 | 36 | 20 | 6 | 1 |
| 39. Do you find that participation in extracurricular activities has adversely affected your class work or grades in any way? | 30 | 11 | 40 | 24 | 36 | 30 | 9 | 5 |
| 40. In your opinion, do most of the students that want to participate in the extracurricular activities of your school have the opportunity to do so? | 61 | 33 | 81 | 72 | 10 | 9 | 4 | 4 |
| 41. Are there some group activities which you wish your school offered that it does not at the present time? | 47 | 36 | 63 | 78 | 21 | 4 | 7 | 6 |
| 42. Are faculty advisors helpful and encouraging to student groups and activities? | 67 | 18 | 89 | 39 | 3 | 17 | 5 | 11 |
| 43. Have you ever joined a student group that you weren't really interested in? | 22 | 20 | 29 | 43 | 50 | 23 | 3 | 3 |
| 44. Is your student council an active and worth-while organization in your school? | 67 | 16 | 89 | 35 | 0 | 19 | 8 | 11 |
| 45. In voting for a student leader, would you vote for the student you personally liked best over other students you knew to be better qualified for leadership? | 12 | 5 | 16 | 11 | 55 | 29 | 8 | 12 |

TABLE XVII

RESPONSES OF FRESHMEN AND SENIORS FROM JOHNSTON HIGH SCHOOL TO QUESTIONS IN AREA OF
GENERAL INFORMATION, 1963

| Item | Yes | | Per cent of Total | | No | | Not sure | |
|---|-----|------|----------------------|------|-----|------|----------|------|
| | 9th | 12th | 9th | 12th | 9th | 12th | 9th | 12th |
| 1. Do you for the most part, enjoy school? | 88 | 52 | 86 | 84 | 7 | 4 | 7 | 6 |
| 2. Are you proud of your school? | 80 | 35 | 78 | 56 | 9 | 10 | 13 | 17 |
| 3. Could you tell a new student entering your school the important things he should know to get off to a good start? | 52 | 44 | 51 | 71 | 10 | 2 | 40 | 16 |
| 4. Could you tell a new student entering your school what most of the guidance services and activities are carried on in this school? | 48 | 45 | 47 | 73 | 24 | 2 | 30 | 12 |
| 5. Has the guidance program of this school ever been described, explained or outlined to you for your information? | 56 | 34 | 55 | 55 | 29 | 21 | 17 | 7 |
| 6. Do you know who the faculty members are in your school who are responsible for student guidance and counseling? | 72 | 53 | 71 | 84 | 16 | 7 | 14 | 2 |
| 7. Has the school guidance program, as you understand it, assisted you personally in any way while attending this school? | 46 | 45 | 45 | 73 | 38 | 11 | 18 | 6 |
| 8. In your opinion, does the school guidance program add anything of value to your school? | 84 | 48 | 82 | 77 | 5 | 6 | 13 | 8 |

in the school. Most of the freshmen and seniors felt that the guidance program was an asset to the school; however, only 45 per cent of the freshmen had been assisted by the guidance services as compared to 73 per cent of the seniors.

The area of individual analysis in Table XVIII shows that less than half of the freshmen and seniors had had the opportunity to examine their cumulative records. Most of the freshmen and seniors had taken guidance tests, were informed and understood their test results, but only 46 per cent of the freshmen and 24 per cent of the seniors desired further interpretation. Forty-nine per cent of the ninth graders and 58 per cent of the seniors felt that they could identify their special abilities, although both groups felt they could identify their special interests, strong and weak points and understood themselves to their satisfaction, although 48 per cent of the seniors felt they understood themselves. Sixty-four per cent of the freshmen and only 47 per cent of the seniors felt that the teachers understood them.

In Table XIX regarding the area of counseling, most of the freshmen and seniors felt that there were teachers to whom they could go for help; 47 per cent of the freshmen and 42 per cent of the seniors felt the teachers had sufficient time to talk to them. If problems developed in the minds of the ninth or twelfth graders, very few of them would go to a teacher for help. Both groups felt that they would rather discuss personal problems with other students rather than a

TABLE XVIII
RESPONSES OF FRESHMEN AND SENIORS FROM JOHNSTON HIGH SCHOOL TO QUESTIONS IN AREA OF
INDIVIDUAL ANALYSIS, 1963

| Item | Yes | | Per cent of Total | | No | | Not sure | |
|--|-----|------|----------------------|------|-----|------|----------|------|
| | 9th | 12th | 9th | 12th | 9th | 12th | 9th | 12th |
| 9. Have you had the opportunity to personally examine or have explained to you your cumulative record card? | 27 | 29 | 26 | 47 | 64 | 27 | 11 | 6 |
| 10. Have you taken any guidance tests in high school? | 91 | 56 | 89 | 90 | 3 | 3 | 8 | 3 |
| 11. If you have taken any guidance tests, were you usually informed of the results? | 92 | 52 | 90 | 84 | 3 | 7 | 7 | 3 |
| 12. Do you understand what these results mean as far as you are concerned? | 83 | 45 | 81 | 73 | 5 | 10 | 14 | 7 |
| 13. Would you have liked further interpretations of your test scores? | 47 | 15 | 46 | 24 | 44 | 41 | 11 | 6 |
| 14. Do you feel reasonably sure that you could, at this time, identify any special abilities or aptitudes that you may have? | 50 | 36 | 49 | 58 | 19 | 4 | 33 | 22 |
| 15. Do you feel reasonably sure that you can identify your special interests? | 76 | 48 | 75 | 77 | 7 | 4 | 19 | 10 |
| 16. Do you feel that you know most of the strong and weak points of your personality? | 53 | 41 | 52 | 66 | 23 | 7 | 26 | 14 |
| 17. Do you understand yourself to your own satisfaction? | 60 | 30 | 59 | 48 | 20 | 24 | 22 | 8 |
| 18. Have you written your autobiography at any time during your high school years? | 3 | 30 | 3 | 48 | 95 | 29 | 4 | 3 |
| 19. If you did write your autobiography, did you feel that this experience was helpful to you in any way? | 6 | 9 | 9 | 20 | 27 | 27 | 32 | 9 |
| 20. Do most of your teachers seem to understand you? | 65 | 29 | 64 | 47 | 11 | 10 | 26 | 23 |

TABLE XIX

RESPONSES OF FRESHMEN AND SENIORS FROM JOHNSTON HIGH SCHOOL TO QUESTIONS IN AREA OF
COUNSELING, 1963

| Item | Yes | | Per cent of Total | | No | | Not sure | |
|---|-----|------|----------------------|------|-----|------|----------|------|
| | 9th | 12th | 9th | 12th | 9th | 12th | 9th | 12th |
| 21. Do you feel that there is at least one teacher in this school who knows you well enough to be of genuine help in working with you on your problems? | 66 | 38 | 65 | 61 | 17 | 11 | 19 | 13 |
| 22. If your answer to the previous question was yes, do you feel that this teacher has sufficient time to talk to you? | 39 | 21 | 47 | 42 | 14 | 17 | 30 | 11 |
| 23. Have you ever had a serious problem that you would have liked to have discussed with some faculty member immediately? | 25 | 15 | 25 | 24 | 67 | 44 | 10 | 3 |
| 24. If your answer to the previous question was yes, was it or would it have been possible, regardless of the hour of the school day, to discuss this problem with a faculty person? | 16 | 8 | 23 | 25 | 24 | 14 | 29 | 10 |
| 25. Have you ever had a problem that you would have liked to talk over with a particular faculty member but didn't because you were afraid--or just couldn't figure out a way to approach this teacher with your problem? | 49 | 18 | 48 | 29 | 48 | 43 | 5 | 1 |
| 26. Would you usually prefer to talk over your personal problems with a student friend instead of a faculty member of this school? | 72 | 40 | 71 | 65 | 15 | 7 | 15 | 15 |
| 27. Do you usually prefer to talk over your personal problems with a student friend instead of your parents? | 51 | 29 | 50 | 47 | 35 | 28 | 16 | 5 |
| 28. Would you usually prefer to talk over your personal problems with your parents rather than a faculty member? | 73 | 41 | 72 | 66 | 19 | 12 | 10 | 9 |

teacher. However, 50 per cent of the freshmen and 47 per cent of the seniors felt that they would prefer talking to students rather than to parents. Most freshmen and seniors would prefer to talk over problems with parents rather than with a faculty member.

Table XX shows responses in the area of occupational and educational information. Only 32 per cent of the freshmen as compared with 81 per cent of the seniors had discussed occupational plans with teachers. Most of the freshmen and seniors indicated that their school had informational files, although only 50 per cent of the freshmen and 42 per cent of the seniors stated they had had opportunity to learn about occupations while in school. Most freshmen and seniors had doubts regarding their future. Both groups indicated that they had had the opportunity to go on field trips, but only 26 per cent of freshmen and 45 per cent of the seniors had discussed job opportunities.

Group activities are examined in Table XXI. Although less than half of each class had participated in school activities as much as they would have liked, most of both freshmen and seniors indicated the opportunity to participate was available. Fifty-three per cent of the freshmen said that faculty advisors were encouraging students to participate, but only 39 per cent of the seniors felt this way. Seventy-five per cent of the freshmen and 53 per cent of the seniors felt their student council was worth-while, and both classes

TABLE XX

RESPONSES OF FRESHMEN AND SENIORS FROM JOHNSTON HIGH SCHOOL TO QUESTIONS IN AREA OF
OCCUPATIONAL AND EDUCATIONAL INFORMATION, 1963

| Item | Yes | | Per cent of Total | | No | | Not sure | |
|--|-----|------|----------------------|------|-----|------|----------|------|
| | 9th | 12th | 9th | 12th | 9th | 12th | 9th | 12th |
| 29. Have you ever discussed your occupational plans with one of your teachers? | 33 | 50 | 32 | 81 | 69 | 11 | 0 | 1 |
| 30. Have you ever gone to a faculty member of this school for information about a particular field of work? | 14 | 37 | 14 | 60 | 85 | 24 | 3 | 1 |
| 31. Do you feel that you have had enough opportunities to learn about occupations in general and the occupation of your choice in particular while a student in this school? | 51 | 26 | 50 | 42 | 31 | 29 | 20 | 7 |
| 32. Do you have any doubts or indecisions about your probable choice of an occupation at this time? | 67 | 37 | 66 | 60 | 24 | 25 | 11 | 0 |
| 33. Does your school have informational materials about occupations on file anywhere for your use? | 81 | 52 | 79 | 84 | 1 | 1 | 20 | 9 |
| 34. Have you eliminated any occupations from job or training considerations as a result of some activity or activities of your school guidance program? | 30 | 16 | 29 | 26 | 55 | 40 | 17 | 6 |
| 35. Have you participated in any field trips to businesses or industries? | 76 | 47 | 75 | 76 | 23 | 15 | 3 | 0 |
| 36. Have you had opportunities through school activities, to discuss job opportunities or training programs of interest to you with people who are in these jobs? | 26 | 28 | 26 | 45 | 69 | 32 | 7 | 2 |
| 37. Could you secure assistance from your school in seeking a part-time job? | 37 | 27 | 36 | 44 | 4 | 14 | 61 | 21 |

TABLE XXI

RESPONSES OF FRESHMEN AND SENIORS FROM JOHNSTON HIGH SCHOOL TO QUESTIONS IN AREA OF GROUP ACTIVITIES, 1963

| Item | Yes | | Per cent of Total | | No | | Not sure | |
|--|-----|------|----------------------|------|-----|------|----------|------|
| | 9th | 12th | 9th | 12th | 9th | 12th | 9th | 12th |
| 38. Have you participated as much as you would like in your school activities program? | 39 | 22 | 38 | 35 | 58 | 39 | 5 | 1 |
| 39. Do you find that participation in extracurricular activities has adversely affected your class work or grades in any way? | 27 | 13 | 26 | 21 | 58 | 45 | 17 | 4 |
| 40. In your opinion, do most of the students that want to participate in the extracurricular activities of your school have the opportunity to do so? | 80 | 52 | 78 | 84 | 8 | 5 | 14 | 5 |
| 41. Are there some group activities which you wish your school offered that it does not at the present time? | 65 | 47 | 64 | 76 | 23 | 8 | 14 | 7 |
| 42. Are faculty advisors helpful and encouraging to student groups and activities? | 54 | 24 | 53 | 39 | 14 | 16 | 34 | 22 |
| 43. Have you ever joined a student group that you weren't really interested in? | 24 | 18 | 24 | 29 | 67 | 40 | 11 | 4 |
| 44. Is your student council an active and worthwhile organization in your school? | 77 | 33 | 75 | 53 | 5 | 13 | 20 | 16 |
| 45. In voting for a student leader, would you vote for the student you personally liked best over other students you knew to be better qualified for leadership? | 13 | 7 | 13 | 11 | 65 | 46 | 24 | 9 |

indicated they would favor a leader with outstanding leadership qualities as opposed to personal friends who might be less qualified.

Table XXII shows the responses from North Polk High School, to questions in the area of general information. In general, it was found that the ninth graders and twelfth graders enjoyed school, were proud of their school, and felt well enough informed to help a new student become acquainted with school policies, guidance services available and activities carried on in this school. In regard to the guidance program, most freshmen and seniors felt they knew the persons responsible for guidance. Only 20 per cent of the freshmen and 50 per cent of the seniors felt that they had been sufficiently informed of the guidance program. However, only 23 per cent of the ninth graders had been assisted by the guidance services whereas 91 per cent of the seniors had received assistance. Thirty-six per cent of the freshmen felt that the guidance program did not add anything of value to their school, although 81 per cent of the seniors felt that the guidance program did add value to their school.

In responding to the questions in the area of individual analysis, Table XXIII indicates that 16 per cent of the freshmen and 63 per cent of the seniors had the opportunity to examine their cumulative records. Guidance tests had been taken by only 48 per cent of the ninth graders and 91 per cent of the seniors. Seventy-five per cent of the

TABLE XXII

RESPONSES OF FRESHMEN AND SENIORS FROM NORTH POLK HIGH SCHOOL TO QUESTIONS IN AREA OF
GENERAL INFORMATION, 1963

| Item | Yes | | Per cent of Total | | No | | Not sure | |
|---|-----|------|----------------------|------|-----|------|----------|------|
| | 9th | 12th | 9th | 12th | 9th | 12th | 9th | 12th |
| 1. Do you, for the most part, enjoy school? | 33 | 24 | 75 | 75 | 9 | 3 | 2 | 5 |
| 2. Are you proud of your school? | 29 | 22 | 66 | 69 | 8 | 5 | 7 | 5 |
| 3. Could you tell a new student entering your school the important things he should know to get off to a good start? | 31 | 24 | 70 | 75 | 0 | 4 | 13 | 4 |
| 4. Could you tell a new student entering your school what most of the guidance services and activities are carried on in this school? | 28 | 20 | 64 | 63 | 7 | 6 | 9 | 6 |
| 5. Has the guidance program of this school ever been described, explained or outlined to you for your information? | 9 | 16 | 20 | 50 | 28 | 12 | 7 | 4 |
| 6. Do you know who the faculty members are in your school who are responsible for student guidance and counseling? | 28 | 28 | 64 | 88 | 9 | 3 | 7 | 1 |
| 7. Has the school guidance program, as you understand it, assisted you personally in any way while attending this school? | 10 | 29 | 23 | 91 | 29 | 2 | 5 | 1 |
| 8. In your opinion, does the school guidance program add anything of value to your school? | 16 | 26 | 36 | 81 | 14 | 3 | 14 | 3 |

TABLE XXIII

RESPONSES OF FRESHMEN AND SENIORS FROM NORTH POLK HIGH SCHOOL TO QUESTIONS IN AREA OF
INDIVIDUAL ANALYSIS, 1963

| Item | Yes | | Per cent of Total | | No | | Not sure | |
|--|-----|------|----------------------|------|-----|------|----------|------|
| | 9th | 12th | 9th | 12th | 9th | 12th | 9th | 12th |
| 9. Have you had the opportunity to personally examine or have explained to you your cumulative record card? | 7 | 20 | 16 | 63 | 33 | 10 | 4 | 2 |
| 10. Have you taken any guidance tests in high school? | 21 | 29 | 48 | 91 | 18 | 3 | 5 | 0 |
| 11. If you have taken any guidance tests, were you usually informed of the results? | 15 | 24 | 34 | 75 | 25 | 5 | 4 | 3 |
| 12. Do you understand what these results mean as far as you are concerned? | 13 | 27 | 30 | 84 | 20 | 3 | 11 | 2 |
| 13. Would you have liked further interpretation of your test scores? | 29 | 10 | 66 | 31 | 13 | 20 | 2 | 2 |
| 14. Do you feel reasonably sure that you could, at this time, identify any special abilities or aptitudes that you may have? | 21 | 27 | 48 | 84 | 7 | 4 | 16 | 1 |
| 15. Do you feel reasonably sure that you can identify your special interests? | 38 | 29 | 86 | 91 | 4 | 2 | 2 | 1 |
| 16. Do you feel that you know most of the strong and weak points of your personality? | 30 | 26 | 68 | 81 | 5 | 2 | 9 | 4 |
| 17. Do you understand yourself to your own satisfaction? | 32 | 22 | 73 | 69 | 7 | 8 | 5 | 2 |
| 18. Have you written your autobiography at any time during your high school years? | 7 | 26 | 16 | 81 | 35 | 6 | 2 | 0 |
| 19. If you did write your autobiography, did you feel that this experience was helpful to you in any way? | 6 | 12 | 20 | 47 | 15 | 10 | 9 | 4 |
| 20. Do most of your teachers seem to understand you? | 21 | 29 | 48 | 91 | 9 | 2 | 14 | 1 |

seniors were informed of their results and 84 per cent of the seniors understood the results; however, only 34 per cent of the freshmen were informed of their results and 30 per cent understood them. Only 48 per cent of the freshmen felt they could identify their special abilities and 84 per cent of the seniors felt they could do this. Most of the freshmen and seniors stated they could identify their special interests, strong and weak points and understood themselves. Only 48 per cent of the freshmen and 91 per cent of the seniors felt that teachers understood them.

Counseling questions in Table XXIV indicate that most of the ninth graders and twelfth graders felt that there were teachers to whom they could go to for help. Only 44 per cent of the freshmen felt that the teachers would have sufficient time to talk to them as against the seniors' 59 per cent. Very few of the students would go to a teacher if they had a problem. Both groups felt that they would rather discuss personal problems with other students rather than a teacher. Only 32 per cent of the freshmen and 50 per cent of the seniors would rather talk to students than parents. Most of the freshmen and seniors indicated that they would rather talk to parents instead of faculty members.

In Table XXV the area of occupational and educational information shows that most of the ninth graders and twelfth graders had discussed occupational plans with a teacher. Most of the students knew their school had informational

TABLE XXIV

RESPONSES OF FRESHMEN AND SENIORS FROM NORTH POLK HIGH SCHOOL TO QUESTIONS IN AREA OF COUNSELING, 1963

| Item | Yes | | Per cent of Total | | No | | Not sure | |
|---|-----|------|----------------------|------|-----|------|----------|------|
| | 9th | 12th | 9th | 12th | 9th | 12th | 9th | 12th |
| 21. Do you feel that there is at least one teacher in this school who knows you well enough to be of genuine help in working with you on your problems? | 26 | 27 | 59 | 84 | 13 | 3 | 5 | 2 |
| 22. If your answer to the previous question was yes, do you feel that this teacher has sufficient time to talk to you? | 17 | 16 | 44 | 59 | 16 | 9 | 6 | 2 |
| 23. Have you ever had a serious problem that you would have liked to discuss with some faculty member immediately? | 10 | 8 | 23 | 25 | 33 | 22 | 1 | 2 |
| 24. If your answer to the previous question was yes, was it or would it have been possible, regardless of the hour of the school day, to discuss this problem with a faculty person? | 4 | 2 | 12 | 25 | 19 | 3 | 9 | 3 |
| 25. Have you ever had a problem that you would have liked to talk over with a particular faculty member but didn't because you were afraid--or just couldn't figure out a way to approach this teacher with your problem? | 19 | 4 | 43 | 13 | 24 | 19 | 1 | 9 |
| 26. Would you usually prefer to talk over your personal problems with a student friend instead of a faculty member of this school? | 36 | 30 | 82 | 94 | 24 | 1 | 4 | 1 |
| 27. Do you usually prefer to talk over your personal problems with a student friend instead of your parents? | 14 | 16 | 32 | 50 | 22 | 14 | 8 | 2 |
| 28. Would you usually prefer to talk over your personal problems with your parents rather than a faculty member? | 33 | 28 | 75 | 88 | 5 | 3 | 6 | 1 |

TABLE XXV

RESPONSES OF FRESHMEN AND SENIORS FROM NORTH POLK HIGH SCHOOL TO QUESTIONS IN AREA OF
OCCUPATIONAL AND EDUCATIONAL INFORMATION, 1963

| Item | Yes | | Per cent of Total | | No | | Not sure | |
|--|-----|------|----------------------|------|-----|------|----------|------|
| | 9th | 12th | 9th | 12th | 9th | 12th | 9th | 12th |
| 29. Have you ever discussed your occupational plans with one of your teachers? | 27 | 31 | 61 | 97 | 17 | 1 | 0 | 0 |
| 30. Have you ever gone to a faculty member of this school for information about a particular field of work? | 24 | 21 | 55 | 66 | 20 | 7 | 0 | 4 |
| 31. Do you feel that you have had enough opportunities to learn about occupations in general and the occupation of your choice in particular while a student in this school? | 26 | 23 | 59 | 72 | 13 | 6 | 5 | 3 |
| 32. Do you have any doubts or indecisions about your probable choice of an occupation at this time? | 33 | 21 | 75 | 66 | 8 | 10 | 3 | 1 |
| 33. Does your school have informational materials about occupations on file anywhere for your use? | 42 | 32 | 95 | 100 | 1 | 0 | 1 | 0 |
| 34. Have you eliminated any occupations from job or training considerations as a result of some activity or activities of your school guidance program? | 20 | 8 | 45 | 25 | 17 | 22 | 7 | 2 |
| 35. Have you participated in any field trips to businesses or industries? | 29 | 23 | 66 | 72 | 15 | 7 | 6 | 2 |
| 36. Have you had opportunities through school activities, to discuss job opportunities or training programs of interest to you with people who are in these jobs? | 26 | 28 | 59 | 88 | 17 | 2 | 1 | 2 |
| 37. Could you secure assistance from your school in seeking a part-time job? | 13 | 10 | 30 | 31 | 8 | 6 | 23 | 16 |

materials and they had been able to learn about occupations in their school. Also both groups indicated that they still had doubts about their occupational plans. Most of the freshmen and seniors had been on field trips and had had the opportunity to discuss job opportunities.

The area of group activities in Table XXVI shows that only 41 per cent of the freshmen participated in school activities as much as they would like, whereas 56 per cent of the seniors had participated. Most of the freshmen and seniors said that they had the opportunity to participate in activities but only 43 per cent of the freshmen felt that they had been encouraged by faculty advisors as compared to 69 per cent of the seniors. Only 30 per cent of the freshmen and 56 per cent of the seniors felt their student council was a worth-while organization.

The area of general information, Table XXVII shows the responses from Saydel High School. For the most part, it was found that the freshmen and seniors enjoyed school, were proud of their school and felt well enough informed to help a new student become acquainted with school policies, guidance services available and activities carried on in the school. Most ninth graders and twelfth graders felt they knew the persons responsible for guidance and had received personal assistance from the guidance services. Both groups said that they felt the guidance program added value to their school.

TABLE XXVI

RESPONSES OF FRESHMEN AND SENIORS FROM NORTH POLK HIGH SCHOOL TO QUESTIONS IN AREA OF
GROUP ACTIVITIES, 1963

| Item | Yes | | Per cent of Total | | No | | Not sure | |
|--|-----|------|----------------------|------|-----|------|----------|------|
| | 9th | 12th | 9th | 12th | 9th | 12th | 9th | 12th |
| 38. Have you participated as much as you would like in your school activities program? | 18 | 18 | 41 | 56 | 25 | 12 | 1 | 2 |
| 39. Do you find that participation in extracurricular activities has adversely affected your class work or grades in any way? | 13 | 10 | 30 | 31 | 28 | 21 | 3 | 1 |
| 40. In your opinion, do most of the students that want to participate in the extracurricular activities of your school have the opportunity to do so? | 41 | 31 | 93 | 97 | 1 | 1 | 2 | 0 |
| 41. Are there some group activities which you wish your school offered that it does not at the present time? | 25 | 19 | 57 | 59 | 17 | 9 | 2 | 4 |
| 42. Are faculty advisors helpful and encouraging to student groups and activities? | 19 | 22 | 43 | 69 | 10 | 9 | 15 | 1 |
| 43. Have you ever joined a student group that you weren't really interested in? | 12 | 11 | 27 | 34 | 29 | 20 | 3 | 1 |
| 44. Is your student council an active and worthwhile organization in your school? | 13 | 18 | 30 | 56 | 10 | 8 | 21 | 6 |
| 45. In voting for a student leader, would you vote for the student you personally liked best over other students you knew to be better qualified for leadership? | 6 | 9 | 14 | 28 | 30 | 21 | 8 | 2 |

TABLE XXVII

RESPONSES OF FRESHMEN AND SENIORS FROM SAYDEL HIGH SCHOOL TO QUESTIONS IN THE AREA OF
GENERAL INFORMATION, 1963

| Item | Yes | | Per cent of Total | | No | | Not sure | |
|---|-----|------|----------------------|------|-----|------|----------|------|
| | 9th | 12th | 9th | 12th | 9th | 12th | 9th | 12th |
| 1. Do you, for the most part, enjoy school? | 117 | 79 | 84 | 88 | 9 | 6 | 13 | 5 |
| 2. Are you proud of your school? | 114 | 77 | 82 | 86 | 11 | 6 | 14 | 7 |
| 3. Could you tell a new student entering your school the important things he should know to get off to a good start? | 82 | 61 | 59 | 68 | 9 | 3 | 48 | 26 |
| 4. Could you tell a new student entering your school what most of the guidance services and activities are carried on in this school? | 74 | 64 | 53 | 71 | 18 | 7 | 47 | 19 |
| 5. Has the guidance program of this school ever been described, explained or outlined to you for your information? | 94 | 66 | 68 | 73 | 25 | 14 | 20 | 10 |
| 6. Do you know who the faculty members are in your school who are responsible for student guidance and counseling? | 119 | 90 | 86 | 100 | 14 | 0 | 6 | 0 |
| 7. Has the school guidance program, as you understand it, assisted you personally in any way while attending this school? | 112 | 75 | 81 | 83 | 13 | 9 | 14 | 6 |
| 8. In your opinion, does the school guidance program add anything of value to your school? | 112 | 81 | 81 | 90 | 12 | 4 | 15 | 5 |

Table XXVIII shows the responses to questions in the area of individual analysis. Both groups indicated that they had had the opportunity to examine their cumulative records. Most of the freshmen and seniors stated they had taken guidance tests, were informed of the results and understood these results. However, only 47 per cent of the freshmen and 38 per cent of the seniors felt that they needed further interpretation. Forty-two per cent of the freshmen said they could identify their special abilities as compared to 64 per cent of the seniors. Most of the freshmen and seniors said they could identify special interests, felt they knew their strong and weak points and understood themselves. Also, both groups felt that their teachers understood them.

Table XXIX, the area of counseling, shows that most of the freshmen and seniors felt that there were teachers to whom they could go for help, although only 46 per cent of the ninth graders and 55 per cent of the seniors felt that the teacher would have sufficient time to talk to them. Most of the freshmen and seniors indicated that if problems developed they would not go to a teacher for advice, but would prefer to discuss their problems with other students. Forty-nine per cent of the freshmen and only 39 per cent of the seniors would rather discuss problems with a student than parents. Both groups would prefer to talk over problems with parents rather than a faculty member.

In Table XXX the responses in the area of occupational

TABLE XXVIII

RESPONSES OF FRESHMEN AND SENIORS FROM SAYDEL HIGH SCHOOL TO QUESTIONS IN AREA OF
INDIVIDUAL ANALYSIS, 1963

| Item | Yes | | Per cent of Total | | No | | Not sure | |
|--|-----|------|----------------------|------|-----|------|----------|------|
| | 9th | 12th | 9th | 12th | 9th | 12th | 9th | 12th |
| 9. Have you had the opportunity to personally examine or have explained to you your cumulative record card? | 95 | 56 | 68 | 62 | 29 | 22 | 15 | 12 |
| 10. Have you taken any guidance tests in high school? | 112 | 88 | 81 | 98 | 12 | 0 | 15 | 2 |
| 11. If you have taken any guidance tests, were you usually informed of the results? | 119 | 83 | 86 | 92 | 11 | 2 | 9 | 5 |
| 12. Do you understand what these results mean as far as you are concerned? | 94 | 69 | 68 | 77 | 17 | 0 | 28 | 21 |
| 13. Would you have liked further interpretations of your test scores? | 66 | 34 | 47 | 38 | 59 | 47 | 14 | 9 |
| 14. Do you feel reasonably sure that you could, at this time, identify any special abilities or aptitudes that you may have? | 58 | 58 | 42 | 64 | 28 | 8 | 53 | 24 |
| 15. Do you feel reasonably sure that you can identify your special interests? | 110 | 74 | 79 | 82 | 11 | 3 | 18 | 13 |
| 16. Do you feel that you know most of the strong and weak points of your personality? | 93 | 60 | 67 | 67 | 19 | 10 | 27 | 20 |
| 17. Do you understand yourself to your own satisfaction? | 79 | 48 | 57 | 53 | 35 | 25 | 25 | 17 |
| 18. Have you written your autobiography at any time during your high school years? | 31 | 87 | 22 | 97 | 104 | 3 | 4 | 0 |
| 19. If you did write your autobiography, did you feel that this experience was helpful to you in any way? | 22 | 28 | 27 | 31 | 42 | 51 | 19 | 11 |
| 20. Do most of your teachers seem to understand you? | 79 | 60 | 57 | 67 | 17 | 6 | 43 | 24 |

TABLE XXIX

RESPONSES OF FRESHMEN AND SENIORS FROM SAYDEL HIGH SCHOOL TO QUESTIONS IN AREA OF
COUNSELING, 1963

| Item | Yes | | Per cent of Total | | No | | Not sure | |
|---|-----|------|----------------------|------|-----|------|----------|------|
| | 9th | 12th | 9th | 12th | 9th | 12th | 9th | 12th |
| 21. Do you feel that there is at least one teacher in this school who knows you well enough to be of genuine help in working with you on your problems? | 90 | 55 | 65 | 61 | 23 | 21 | 26 | 14 |
| 22. If your answer to the previous question was yes, do you feel that this teacher has sufficient time to talk to you? | 54 | 39 | 46 | 55 | 30 | 21 | 33 | 11 |
| 23. Have you ever had a serious problem that you would have liked to have discussed with some faculty member immediately? | 31 | 30 | 22 | 33 | 104 | 57 | 4 | 3 |
| 24. If your answer to the previous question was yes, was it or would it have been possible, regardless of the hour of the school day, to discuss this problem with a faculty person? | 18 | 17 | 26 | 29 | 31 | 25 | 19 | 16 |
| 25. Have you ever had a problem that you would have liked to talk over with a particular faculty member but didn't because you were afraid--or just couldn't figure out a way to approach this teacher with your problem? | 50 | 26 | 36 | 29 | 80 | 53 | 9 | 11 |
| 26. Would you usually prefer to talk over your personal problems with a student friend instead of a faculty member of this school? | 89 | 58 | 64 | 64 | 29 | 19 | 21 | 13 |
| 27. Do you usually prefer to talk over your personal problems with a student friend instead of your parents? | 68 | 35 | 49 | 39 | 58 | 39 | 13 | 16 |
| 28. Would you usually prefer to talk over your personal problems with your parents rather than a | 105 | 70 | 76 | 78 | 26 | 14 | 8 | 6 |

TABLE XXX

RESPONSES OF FRESHMEN AND SENIORS FROM SAYDEL HIGH SCHOOL TO QUESTIONS IN AREA OF
OCCUPATIONAL AND EDUCATIONAL INFORMATION, 1963

| Item | Yes | | Per cent of Total | | No | | Not sure | |
|--|-----|------|----------------------|------|-----|------|----------|------|
| | 9th | 12th | 9th | 12th | 9th | 12th | 9th | 12th |
| 29. Have you ever discussed your occupational plans with one of your teachers? | 73 | 72 | 53 | 80 | 62 | 16 | 4 | 2 |
| 30. Have you ever gone to a faculty member of this school for information about a particular field of work? | 68 | 63 | 49 | 70 | 70 | 21 | 1 | 6 |
| 31. Do you feel that you have had enough opportunities to learn about occupations in general and the occupation of your choice in particular while a student in this school? | 72 | 70 | 52 | 78 | 47 | 15 | 20 | 1 |
| 32. Do you have any doubts of indecisions about your probable choice of an occupation at this time? | 72 | 51 | 52 | 57 | 45 | 26 | 22 | 13 |
| 33. Does your school have informational materials about occupations on file anywhere for your use? | 109 | 80 | 78 | 89 | 5 | 3 | 25 | 7 |
| 34. Have you eliminated any occupations from job or training considerations as a result of some activity or activities of your school guidance program? | 56 | 40 | 40 | 44 | 70 | 46 | 13 | 4 |
| 35. Have you participated in any field trips to businesses or industries? | 82 | 65 | 59 | 72 | 50 | 24 | 7 | 1 |
| 36. Have you had opportunities through school activities, to discuss job opportunities or training programs of interest to you with people who are in these jobs? | 30 | 58 | 22 | 64 | 100 | 28 | 9 | 4 |
| 37. Could you secure assistance from your school in seeking a part-time job? | 53 | 70 | 38 | 78 | 31 | 3 | 55 | 17 |

and educational information shows that 53 per cent of the freshmen had discussed occupational plans with teachers, as compared with 80 per cent of the seniors. Although most of the students knew their school had informational files, only 52 per cent of the freshmen were able to learn of occupations, whereas 78 per cent of the seniors felt that they had been able to learn of occupations. Fifty-two per cent of the freshmen and 57 per cent of the seniors said that they had doubts regarding their future. Most of the freshmen and seniors had been on field trips; however, only 22 per cent of the freshmen had been able to discuss job opportunities compared to 64 per cent of the seniors.

Table XXXI which applies to the area of group activities shows that the freshmen and seniors were in accord concerning questions in this area. Although only 21 per cent of the freshmen and 32 per cent of the seniors had participated in school activities as much as they would have liked, most of both freshmen and seniors felt that they had been encouraged by faculty to take part in these activities, felt the opportunity to participate was available, and felt the student council active and worthwhile. Both classes indicated they would favor a leader with outstanding leadership qualities as opposed to personal friends who might be less qualified.

Urbandale High Schools' response to questions in the area of general information in Table XXXII shows that both the freshmen and seniors enjoyed school and were proud of their

TABLE XXXI

RESPONSES OF FRESHMEN AND SENIORS FROM SAYDEL HIGH SCHOOL TO QUESTIONS IN AREA OF GROUP ACTIVITIES, 1963

| Item | Yes | | Per cent of Total | | No | | Not sure | |
|--|-----|------|----------------------|------|-----|------|----------|------|
| | 9th | 12th | 9th | 12th | 9th | 12th | 9th | 12th |
| 38. Have you participated as much as you would like in your school activities program? | 29 | 29 | 21 | 32 | 92 | 49 | 18 | 12 |
| 39. Do you find that participation in extracurricular activities has adversely affected your class work or grades in any way? | 20 | 24 | 14 | 27 | 102 | 60 | 17 | 6 |
| 40. In your opinion, do most of the students that want to participate in the extracurricular activities of your school have the opportunity to do so? | 93 | 70 | 67 | 78 | 24 | 16 | 22 | 4 |
| 41. Are there some group activities which you wish your school offered that it does not at the present time? | 91 | 58 | 65 | 64 | 31 | 25 | 17 | 7 |
| 42. Are faculty advisors helpful and encouraging to student groups and activities? | 101 | 60 | 73 | 67 | 11 | 10 | 27 | 20 |
| 43. Have you ever joined a student group that you weren't really interested in? | 31 | 24 | 22 | 27 | 99 | 64 | 9 | 2 |
| 44. Is your student council an active and worthwhile organization in your school? | 110 | 68 | 79 | 76 | 13 | 7 | 16 | 15 |
| 45. In voting for a student leader, would you vote for the student you personally liked best over other students you knew to be better qualified for leadership? | 19 | 14 | 14 | 16 | 97 | 70 | 23 | 6 |

TABLE XXXII

RESPONSES OF FRESHMEN AND SENIORS FROM URBANDALE HIGH SCHOOL TO QUESTIONS IN AREA OF
GENERAL INFORMATION, 1963

| Item | Yes | | Per Cent of Total | | No | | Not sure | |
|---|-----|------|----------------------|------|-----|------|----------|------|
| | 9th | 12th | 9th | 12th | 9th | 12th | 9th | 12th |
| 1. Do you, for the most part, enjoy school? | 88 | 55 | 81 | 90 | 7 | 2 | 14 | 4 |
| 2. Are you proud of your school? | 90 | 56 | 83 | 91 | 7 | 1 | 12 | 4 |
| 3. Could you tell a new student entering your school the important things he should know to get off to a good start? | 66 | 37 | 61 | 60 | 10 | 6 | 33 | 18 |
| 4. Could you tell a new student entering your school what most of the guidance services and activities are carried on in this school? | 70 | 54 | 64 | 89 | 21 | 4 | 18 | 3 |
| 5. Has the guidance program of this school ever been described, explained or outlined to you for your information? | 27 | 21 | 25 | 34 | 69 | 32 | 13 | 8 |
| 6. Do you know who the faculty members are in your school who are responsible for student guidance and counseling? | 85 | 58 | 78 | 95 | 18 | 3 | 6 | 0 |
| 7. Has the school guidance program, as you understand it, assisted you personally in any way while attending this school? | 42 | 53 | 39 | 87 | 50 | 6 | 17 | 2 |
| 8. In your opinion, does the school guidance program add anything of value to your school? | 54 | 46 | 50 | 75 | 29 | 5 | 26 | 10 |

school. A majority of freshmen and seniors felt they could inform new students of important school policies to get them off to a good start; however, 64 per cent of the freshmen as compared to 89 per cent of the seniors felt that they could tell a new student the guidance services and activities available in their school. Most of the freshmen and seniors knew the persons responsible for guidance; however, neither the freshmen or seniors felt the guidance program had been explained to them sufficiently. Only 39 per cent of the freshmen had been assisted personally by the guidance services, whereas 87 per cent of the seniors had been aided by the guidance program. Fifty per cent of the freshmen felt that the guidance program added value to their school as compared to 75 per cent of the seniors.

Table XXXIII indicates the responses to questions in the area of individual analysis. Only 20 per cent of the freshmen had the opportunity to examine their cumulative records, whereas 51 per cent of the seniors had seen their records. Seventeen per cent of the freshmen and 87 per cent of the seniors had taken guidance tests. Therefore, very few of the freshmen were informed of their results and understood these results as compared to the seniors, most of whom had been informed of these results and said they understood them. Less than half of both groups felt that they could identify their special abilities, although most of them were reasonably sure they could identify special interests

TABLE XXXIII

RESPONSES OF FRESHMEN AND SENIORS FROM URBANDALE HIGH SCHOOL TO QUESTIONS IN AREA OF
INDIVIDUAL ANALYSIS, 1963

| Item | Yes | | Per cent of Total | | No | | Not sure | |
|--|-----|------|----------------------|------|-----|------|----------|------|
| | 9th | 12th | 9th | 12th | 9th | 12th | 9th | 12th |
| 9. Have you had the opportunity to personally examine or have explained to you your cumulative record card? | 22 | 31 | 20 | 51 | 76 | 24 | 11 | 6 |
| 10. Have you taken any guidance tests in high school? | 19 | 53 | 17 | 87 | 76 | 3 | 14 | 5 |
| 11. If you have taken any guidance tests, were you usually informed of the results? | 29 | 51 | 27 | 84 | 62 | 5 | 18 | 5 |
| 12. Do you understand what these results mean as far as you are concerned? | 37 | 50 | 34 | 82 | 56 | 4 | 16 | 7 |
| 13. Would you have liked further interpretations of your tests scores? | 33 | 23 | 30 | 38 | 51 | 28 | 25 | 10 |
| 14. Do you feel reasonably sure that you could, at this time, identify any special abilities or aptitudes that you may have? | 50 | 28 | 46 | 46 | 27 | 8 | 32 | 25 |
| 15. Do you feel reasonably sure that you can identify your special interests? | 87 | 54 | 80 | 89 | 11 | 4 | 11 | 3 |
| 16. Do you feel that you know most of the strong and weak points of your personality? | 81 | 38 | 74 | 62 | 9 | 7 | 19 | 16 |
| 17. Do you understand yourself to your own satisfaction? | 51 | 38 | 47 | 62 | 36 | 12 | 22 | 11 |
| 18. Have you written your autobiography at any time during your high school years? | 34 | 45 | 31 | 74 | 72 | 16 | 3 | 0 |
| 19. If you did write your autobiography, did you feel that this experience was helpful to you in any way? | 16 | 18 | 20 | 35 | 45 | 27 | 20 | 7 |
| 20. Do most of your teachers seem to understand you? | 41 | 38 | 38 | 62 | 30 | 7 | 38 | 16 |

and their strong and weak points. Forty-seven per cent of the freshmen and 62 per cent of the seniors felt that they understood themselves to their own satisfaction. Only 38 per cent of the freshmen and 62 per cent of the seniors felt that most of their teachers understood them.

In Table XXXIV regarding the area of counseling 58 per cent of the freshmen felt that there were teachers to whom they could go for help, 75 per cent of the seniors. Only 45 per cent of the freshmen felt that the teachers would have sufficient time to talk to them as against the seniors' 69 per cent. If problems developed in the minds of the ninth or twelfth graders, very few of them would go to a teacher for help. Both groups felt that they would rather discuss personal problems with other students rather than with a teacher. However, only 48 per cent of the freshmen and 49 per cent of the seniors stated they would prefer talking to students rather than to parents. Most freshmen and seniors would prefer to talk over problems with parents rather than with a faculty member.

Table XXXV deals with occupational and educational information. Only 45 per cent of the freshmen as compared with 84 per cent of the seniors had discussed occupational plans with teachers. Only 34 per cent of the ninth graders but 66 per cent of the twelfth graders felt they were able to learn of occupations while in school; 45 per cent of the freshmen and 98 per cent of the seniors said their school

TABLE XXXIV

RESPONSES OF FRESHMEN AND SENIORS FROM URBANDALE HIGH SCHOOL TO QUESTIONS IN AREA OF
COUNSELING, 1963

| Item | Yes | | Per cent of Total | | No | | Not sure | |
|--|-----|------|----------------------|------|-----|------|----------|------|
| | 9th | 12th | 9th | 12th | 9th | 12th | 9th | 12th |
| 21. Do you feel that there is at least one teacher in this school who knows you well enough to be of genuine help in working with you on your problems? | 63 | 46 | 58 | 75 | 40 | 11 | 6 | 4 |
| 22. If your answer to the previous question was yes, do you feel that this teacher has sufficient time to talk to you? | 40 | 36 | 45 | 69 | 21 | 13 | 27 | 3 |
| 23. Have you ever had a serious problem that you would have liked to have discussed with some faculty member immediately? | 9 | 17 | 8 | 28 | 94 | 40 | 6 | 4 |
| 24. If your answer to the previous question was yes, was it or would it have been possible, regardless of the hour of the school day, to discuss this problem with a faculty person? | 10 | 10 | 16 | 34 | 40 | 16 | 12 | 3 |
| 25. Have you ever had a problem that you would have liked to talk over with a particular faculty member but didn't because you were afraid--or just couldn't figure out a way to approach the teacher with your problem? | 32 | 21 | 29 | 34 | 62 | 38 | 15 | 2 |
| 26. Would you usually prefer to talk over your personal problems with a student friend instead of a faculty member of this school? | 84 | 40 | 77 | 66 | 13 | 12 | 12 | 9 |
| 27. Do you usually prefer to talk over your personal problems with a student friend instead of your parents? | 52 | 30 | 48 | 49 | 45 | 24 | 12 | 7 |
| 28. Would you usually prefer to talk over your personal problems with your parents rather than a faculty member? | 85 | 46 | 78 | 75 | 17 | 8 | 7 | 7 |

TABLE XXXV

RESPONSES OF FRESHMEN AND SENIORS FROM URBANDALE HIGH SCHOOL TO QUESTIONS IN AREA OF
OCCUPATIONAL AND EDUCATIONAL INFORMATION, 1963

| Item | Yes | | Per cent of Total | | No | | Not sure | |
|--|-----|------|----------------------|------|-----|------|----------|------|
| | 9th | 12th | 9th | 12th | 9th | 12th | 9th | 12th |
| 29. Have you ever discussed your occupational plans with one of your teachers? | 49 | 51 | 45 | 84 | 58 | 9 | 2 | 1 |
| 30. Have you ever gone to a faculty member of this school for information about a particular field of work? | 23 | 42 | 21 | 69 | 83 | 19 | 3 | 0 |
| 31. Do you feel that you have had enough opportunities to learn about occupations in general and the occupation of your choice in particular while a student in this school? | 37 | 40 | 34 | 66 | 49 | 16 | 23 | 5 |
| 32. Do you have any doubts or indecisions about your probable choice of an occupation at this time? | 68 | 33 | 62 | 54 | 35 | 26 | 6 | 2 |
| 33. Does your school have informational materials about occupations on file anywhere for your use? | 40 | 60 | 45 | 98 | 14 | 1 | 55 | 0 |
| 34. Have you eliminated any occupations from job or training considerations as a result of some activity or activities of your school guidance program? | 14 | 11 | 13 | 18 | 80 | 40 | 15 | 10 |
| 35. Have you participated in any field trips to businesses or industries? | 20 | 39 | 18 | 64 | 86 | 22 | 3 | 0 |
| 36. Have you had opportunities through school activities, to discuss job opportunities or training programs of interest to you with people who are in these jobs? | 25 | 29 | 23 | 48 | 79 | 30 | 5 | 2 |
| 37. Could you secure assistance from your school in seeking a part-time job? | 32 | 30 | 29 | 49 | 27 | 14 | 50 | 17 |

had informational files about occupations. However, most freshmen and seniors had doubts regarding their future. Most seniors had been on field trips or discussed job opportunities with qualified personnel, whereas only 18 per cent of the freshmen had taken field trips, 23 per cent had discussed job opportunities.

In Table XXXVI which applies to the area of group activities shows that the freshmen and seniors were in accord concerning questions in this area. Although less than half of each class had participated in school activities as much as they would have liked, a majority of both freshmen and seniors felt that they had been encouraged by faculty to take part in these activities, felt the opportunity to participate was available, and felt the student council active and worth-while. Both classes also indicated they would favor a leader with outstanding leadership qualities as opposed to personal friends who might be less qualified.

An overall summary of the responses made by the ninth and twelfth grade students of the seven participating schools can be found in Tables XXXVII to XLI which will be summarized by the investigator as follows:

In Table XXXVII the responses of the seven participating schools in the area of general information show that most of the students, both freshmen and seniors, stated they enjoyed school, were proud of their school and felt reasonably sure that they could inform new students of school.

TABLE XXXVI

RESPONSES OF FRESHMEN AND SENIORS FROM URBANDALE HIGH SCHOOL TO QUESTIONS IN AREA OF GROUP ACTIVITIES, 1963

| Item | Yes | | Per cent of Total | | No | | Not sure | |
|--|-----|------|----------------------|------|-----|------|----------|------|
| | 9th | 12th | 9th | 12th | 9th | 12th | 9th | 12th |
| 38. Have you participated as much as you would like in your school activities program? | 41 | 30 | 38 | 49 | 63 | 24 | 5 | 7 |
| 39. Do you find that participation in extracurricular activities has adversely affected your class work or grades in any way? | 34 | 11 | 31 | 18 | 60 | 47 | 15 | 3 |
| 40. In your opinion, do most of the students that want to participate in the extracurricular activities of your school have the opportunity to do so? | 81 | 56 | 74 | 91 | 11 | 5 | 17 | 0 |
| 41. Are there some group activities which you wish your school offered that it does not at the present time? | 53 | 36 | 49 | 59 | 43 | 17 | 13 | 8 |
| 42. Are faculty advisors helpful and encouraging to student groups and activities? | 55 | 34 | 51 | 56 | 24 | 2 | 30 | 15 |
| 43. Have you ever joined a student group that you weren't really interested in? | 21 | 27 | 19 | 44 | 81 | 31 | 7 | 3 |
| 44. Is your student council an active and worth-while organization in your school? | 89 | 43 | 82 | 70 | 10 | 7 | 10 | 11 |
| 45. In voting for a student leader, would you vote for the student you personally liked best over other students you knew to be better qualified for leadership? | 12 | 6 | 11 | 9 | 86 | 46 | 11 | 9 |

TABLE XXXVII

OVERALL RESPONSES OF FRESHMEN AND SENIORS FROM SEVEN DES MOINES SUBURBAN SCHOOLS TO
QUESTIONS IN AREA OF GENERAL INFORMATION, 1963

| Item | Yes | | Per cent of Total | | No | | Not sure | |
|---|-----|------|----------------------|------|-----|------|----------|------|
| | 9th | 12th | 9th | 12th | 9th | 12th | 9th | 12th |
| 1. Do you, for the most part, enjoy school? | 507 | 333 | 80 | 83 | 63 | 36 | 63 | 33 |
| 2. Are you proud of your school? | 512 | 334 | 81 | 83 | 47 | 26 | 74 | 42 |
| 3. Could you tell a new student entering your school the important things he should know to get off to a good start? | 361 | 271 | 57 | 67 | 66 | 25 | 206 | 106 |
| 4. Could you tell a new student entering your school what most of the guidance services and activities are carried on in this school? | 367 | 292 | 58 | 75 | 102 | 37 | 164 | 63 |
| 5. Has the guidance program of this school ever been described, explained or outlined to you for your information? | 300 | 194 | 47 | 48 | 223 | 133 | 110 | 75 |
| 6. Do you know who the faculty members are in your school who are responsible for student guidance and counseling? | 517 | 375 | 82 | 93 | 74 | 19 | 42 | 8 |
| 7. Has the school guidance program, as you understand it, assisted you personally in any way while attending this school? | 336 | 317 | 53 | 79 | 211 | 55 | 86 | 30 |
| 8. In your opinion, does the school guidance program add anything of value to your school? | 406 | 322 | 64 | 80 | 99 | 34 | 128 | 46 |

policies, guidance services available and activities carried on in their school. Regarding the guidance program, most freshmen and seniors knew the persons responsible for guidance in the school; however, 47 per cent of the freshmen and 48 per cent of the seniors felt they were not familiar with the program. Only 53 per cent of the freshmen indicated that the guidance program had not helped them personally as compared to 79 per cent of the seniors. Both groups felt that the guidance program added value to their school.

Table XXXVIII regarding the area of individual analysis indicates that neither a majority of freshmen or seniors had been able to examine their cumulative records. Most of the ninth and twelfth graders had taken guidance tests, were informed of the results and stated they understood these results. Forty-five per cent of the freshmen and 38 per cent of the seniors desired further interpretation of their test results. Only 38 per cent of the freshmen said they could identify their special abilities as compared with 56 per cent of the seniors. However, both groups felt reasonably sure they could identify special interests and strong and weak points. Fifty-six per cent of the freshmen and 55 per cent of the seniors stated they understood themselves to their own satisfaction, and 53 per cent of the freshmen and 56 per cent of the seniors felt that most teachers understood them.

In Table XXXIX which deals with the area of counseling 63 per cent of the freshmen felt that there were teachers to

TABLE XXXVIII

OVERALL RESPONSES OF FRESHMEN AND SENIORS FROM SEVEN DES MOINES SUBURBAN SCHOOLS TO
QUESTIONS IN AREA OF INDIVIDUAL ANALYSIS, 1963

| Item | Yes | | Per cent of Total | | No | | Not sure | |
|--|-----|------|----------------------|------|-----|------|----------|------|
| | 9th | 12th | 9th | 12th | 9th | 12th | 9th | 12th |
| 9. Have you had the opportunity to personally examine or have explained to you your cumulative record card? | 259 | 199 | 41 | 49 | 301 | 158 | 73 | 45 |
| 10. Have you taken any guidance tests in high school? | 452 | 349 | 71 | 87 | 116 | 23 | 65 | 30 |
| 11. If you have taken any guidance tests, were you usually informed of the results? | 444 | 323 | 70 | 80 | 130 | 38 | 51 | 41 |
| 12. Do you understand what these results mean as far as you are concerned? | 381 | 293 | 60 | 73 | 141 | 33 | 111 | 76 |
| 13. Would you have liked further interpretations of your test scores? | 287 | 152 | 45 | 38 | 272 | 203 | 74 | 47 |
| 14. Do you feel reasonably sure that you could, at this time, identify any special abilities or aptitudes that you may have? | 243 | 226 | 38 | 56 | 65 | 56 | 214 | 120 |
| 15. Do you feel reasonably sure that you can identify your special interests? | 471 | 320 | 74 | 80 | 73 | 39 | 89 | 43 |
| 16. Do you feel that you know most of the strong and weak points of your personality? | 405 | 251 | 64 | 62 | 100 | 57 | 128 | 94 |
| 17. Do you understand yourself to your own satisfaction? | 357 | 221 | 56 | 55 | 154 | 114 | 122 | 67 |
| 18. Have you written your autobiography at any time during your high school years? | 112 | 282 | 18 | 70 | 501 | 111 | 20 | 9 |
| 19. If you did write your autobiography, did you feel that this experience was helpful to you in any way? | 78 | 107 | 16 | 31 | 284 | 189 | 122 | 50 |
| 20. Do most of your teachers seem to understand you? | 333 | 225 | 53 | 56 | 107 | 58 | 193 | 119 |

TABLE XXXIX

OVERALL RESPONSES OF FRESHMEN AND SENIORS FROM SEVEN DES MOINES SUBURBAN SCHOOLS TO
QUESTIONS IN AREA OF COUNSELING, 1963

| Item | Yes | | Per cent of Total | | No | | Not sure | |
|---|-----|------|----------------------|------|-----|------|----------|------|
| | 9th | 12th | 9th | 12th | 9th | 12th | 9th | 12th |
| 21. Do you feel that there is at least one teacher in this school who knows you well enough to be of genuine help in working with you on your problems? | 397 | 270 | 63 | 67 | 142 | 76 | 94 | 56 |
| 22. If your answer to the previous question was yes, do you feel that this teacher has sufficient time to talk to you? | 246 | 183 | 45 | 55 | 145 | 99 | 160 | 52 |
| 23. Have you ever had a serious problem that you would have liked to have discussed with some faculty member immediately? | 137 | 115 | 22 | 29 | 455 | 267 | 41 | 20 |
| 24. If your answer to the previous question was yes, was it or would it have been possible, regardless of the hour of the school day, to discuss this problem with a faculty person? | 87 | 57 | 20 | 26 | 218 | 114 | 127 | 49 |
| 25. Have you ever had a problem that you would have liked to talk over with a particular faculty member but didn't because you were afraid--or just couldn't figure out a way to approach this teacher with your problem? | 249 | 126 | 39 | 31 | 336 | 241 | 48 | 35 |
| 26. Would you usually prefer to talk over your personal problems with a student friend instead of a faculty member of this school? | 536 | 283 | 85 | 70 | 94 | 61 | 83 | 58 |
| 27. Do you usually prefer to talk over your personal problems with a student friend instead of your parents? | 313 | 177 | 49 | 44 | 246 | 169 | 74 | 56 |
| 28. Would you usually prefer to talk over your personal problems with your parents rather than a faculty member? | 483 | 302 | 76 | 75 | 98 | 56 | 52 | 44 |

whom they could go to for help, 67 per cent of the seniors. However, 45 per cent of the freshmen felt that the teachers would have sufficient time to talk to them as compared with the seniors' 55 per cent. A small percentage of students would go to a teacher with their problems but most of them would rather talk over their problems with other students. Only 49 per cent of the freshmen and 44 per cent of the seniors would prefer talking to students rather than to parents. Most freshmen and seniors would prefer to talk over problems with parents rather than with a faculty member.

Responses of all the students in the area of occupational and educational information, Table XL, indicates that 51 per cent of the freshmen and 82 per cent of the seniors had discussed occupational plans with teachers. Only 47 per cent of the ninth graders, but 60 per cent of the seniors felt they were able to learn of occupations while in school; 69 per cent of the freshmen and 88 per cent of the seniors said their school had informational files about occupations. However, most freshmen and seniors indicated that they had doubts concerning their future. Fifty-six per cent of the freshmen and 59 per cent of the seniors had been on field trips, but only 33 per cent of the freshmen compared with 61 per cent of the seniors had discussed job opportunities with qualified personnel.

Table XLI deals with the area of group activities.

TABLE XL

OVERALL RESPONSES OF FRESHMEN AND SENIORS FROM SEVEN DES MOINES SUBURBAN SCHOOLS TO
QUESTIONS IN AREA OF OCCUPATIONAL AND EDUCATIONAL INFORMATION, 1963

| Item | Yes | | Per cent of Total | | No | | Not sure | |
|--|-----|------|----------------------|------|-----|------|----------|------|
| | 9th | 12th | 9th | 12th | 9th | 12th | 9th | 12th |
| 29. Have you ever discussed your occupational plans with one of your teachers? | 321 | 330 | 51 | 82 | 293 | 65 | 19 | 7 |
| 30. Have you ever gone to a faculty member of this school for information about a particular field of work? | 225 | 264 | 36 | 66 | 394 | 120 | 14 | 18 |
| 31. Do you feel that you have had enough opportunities to learn about occupations in general and the occupation of your choice in particular while a student in this school? | 297 | 243 | 47 | 60 | 226 | 124 | 110 | 35 |
| 32. Do you have any doubts or indecisions about your probable choice of an occupation at this time? | 400 | 323 | 63 | 80 | 174 | 50 | 59 | 29 |
| 33. Does your school have informational materials about occupations on file anywhere for your use? | 436 | 353 | 69 | 88 | 44 | 8 | 153 | 41 |
| 34. Have you eliminated any occupations from job or training considerations as a result of some activity or activities of your school guidance program? | 202 | 128 | 32 | 32 | 350 | 232 | 81 | 42 |
| 35. Have you participated in any field trips to businesses or industries? | 355 | 240 | 56 | 59 | 259 | 99 | 19 | 63 |
| 36. Have you had opportunities through school activities, to discuss job opportunities or training programs of interest to you with people who are in these jobs? | 211 | 246 | 33 | 61 | 390 | 130 | 32 | 26 |
| 37. Could you secure assistance from your school in seeking a part-time job? | 243 | 209 | 38 | 52 | 110 | 69 | 280 | 124 |

TABLE XLI

OVERALL RESPONSES OF FRESHMEN AND SENIORS FROM SEVEN DES MOINES SUBURBAN SCHOOLS TO
QUESTIONS IN AREA OF GROUP ACTIVITIES, 1963

| Item | Yes | | Per cent of Total | | No | | Not sure | |
|--|-----|------|----------------------|------|-----|------|----------|------|
| | 9th | 12th | 9th | 12th | 9th | 12th | 9th | 12th |
| 38. Have you participated as much as you would like in your school activities program? | 237 | 180 | 37 | 45 | 349 | 195 | 43 | 27 |
| 39. Do you find that participation in extracurricular activities has adversely affected your class work or grades in any way? | 168 | 91 | 27 | 23 | 382 | 281 | 83 | 30 |
| 40. In your opinion, do most of the students that want to participate in the extracurricular activities of your school have the opportunity to do so? | 470 | 331 | 74 | 82 | 83 | 50 | 80 | 21 |
| 41. Are there some group activities which you wish your school offered that it does not at the present time? | 380 | 256 | 60 | 64 | 182 | 105 | 71 | 41 |
| 42. Are faculty advisors helpful and encouraging to student groups and activities? | 372 | 225 | 59 | 56 | 102 | 72 | 159 | 95 |
| 43. Have you ever joined a student group that you weren't really interested in? | 166 | 135 | 26 | 34 | 414 | 246 | 43 | 21 |
| 44. Is your student council an active and worthwhile organization in your school? | 462 | 236 | 73 | 59 | 67 | 71 | 104 | 95 |
| 45. In voting for a student leader, would you vote for the student you personally liked best over other students you knew to be better qualified for leadership? | 107 | 60 | 17 | 15 | 431 | 288 | 95 | 54 |

Although less than half of each class had participated in school activities as much as they would have liked, most of the freshmen and seniors had been encouraged by faculty advisers to take part in these activities, felt the opportunity was available, and felt the student council active and worth-while. Both classes indicated they would favor a leader with outstanding leadership qualities as opposed to personal friends who might be less qualified.

CHAPTER III

SUMMARY AND CONCLUSIONS

In this study it was the plan of the investigator to see whether students in the seven participating schools have been gaining benefits from the guidance services offered in their particular schools.

Statement of the problem. It was the purpose of this study to: (1) determine the nature and extent of the guidance services in the eight Suburban Conference Schools, located within a fifteen-mile radius of Des Moines, Iowa; (2) compare the opinions of ninth and twelfth grade students in the subject schools concerning the guidance services with emphasis on five major areas of the guidance program. These areas are individual analysis, counseling, occupational and educational information, group activities and general information dealing with attitudes toward school, knowledge of entire school program and the guidance function in particular. In comparing the opinions of the students, the investigator compared the relative effect of one year and four years of guidance services respectively.

Procedure. In preparing this investigation, the writer visited the State Department of Public Instruction, Des Moines, Iowa, and consulted with personnel in the guidance department. The work of Gibson was pointed out, and it

was suggested that the writer could gain valuable information for a field report by doing a similar study on schools surrounding the Des Moines, Iowa, area.

At the suggestion of Dr. Stuart Tiedeman, the investigator's advisor at Drake University, the writer decided to use the Gibson questionnaire in a study of pupil opinions of the guidance services. However, in contrast to Mr. Gibson's study, this study would be a comparison of the opinions of ninth grade and twelfth grade students in the eight Suburban Conference Schools, all within a radius of fifteen miles from Des Moines, Iowa. Permission to use the questionnaire was obtained from Gibson in a letter received September 29, 196

The eight high schools involved in this study were follows: (1) Southeast Polk of Altoona; (2) Ankeny; (3) Bo Durant; (4) Carlisle; (5) Johnston; (6) North Polk; (7) Say del; and (8) Urbandale. All of these schools are located in the suburban area of Des Moines, Iowa, within a radius of fifteen miles from the city of Des Moines.

In preparing for the study the writer formulated a questionnaire to be given to each of the counselors of the seven high schools involved in the study. For validation, the questionnaire was first submitted to administrative personnel at Johnston Consolidated Schools and then to Dr. Stuart Tiedeman for final approval. The questionnaire, with modifications suggested by the four validators and Dr. Tiedeman, advisor, was then sent to the guidance counselor

of each of the eight participating schools on May 6, 1963. Seven of the eight participating schools returned their questionnaires to the investigator by May 10, 1963. These seven were the subjects of this study.

After receiving the counselor questionnaire from each school participating in the project, with the number of pupils in each school in the ninth and twelfth grade, the investigator sent on May 10, 1963, pupil opinion questionnaires to the seven schools involved in the study. The schools and the number of questionnaires sent each school are as follows:

(1) Southeast Polk of Altoona, seventy-five ninth grade, fifty twelfth grade; (2) Ankeny, 125 ninth grade, eighty twelfth grade; (3) Carlisle, eighty ninth grade, sixty-seven twelfth grade; (4) Johnston, 107 ninth grade, sixty-four twelfth grade; (5) North Polk, fifty ninth grade, thirty-eight twelfth grade; (6) Saydel, 150 ninth grade, ninety-eight twelfth grade; and (7) Urbandale, 115 ninth grade, sixty-three twelfth grade. This made a total of 702 ninth grade and 460 twelfth grade pupil opinion questionnaires sent to the seven participating schools. Six hundred thirty three ninth grade and 402 twelfth grade questionnaires were returned to the writer. This represents a ninety per cent return of the freshmen questionnaires and an eighty-seven per cent return of the seniors. It was the purpose of the investigator to tabulate the results of answers obtained and to draw conclusions through a comparison of the

ninth grade student opinions and the twelfth grade student opinions.

I. SUMMARY

An overall summary of the responses made by the ninth and twelfth grade students of the seven participating schools can be found in Tables XXXVII to XLI, summarized by the investigator as follows:

Responses to the counselor questionnaire by the guidance counselors indicated similar responses by each school to the questions asked with the exception of the number of years that each school has had an organized guidance program. Four schools indicated that their programs had been organized for seven years; three schools for four years.

The responses of the seven participating schools in the area of general information shows that most of the students, both freshmen and seniors, stated they enjoyed school, were proud of their school and felt reasonably sure that they could inform new students of school policies, guidance services available and activities carried on in their school. Regarding the guidance program, most freshmen and seniors knew the persons responsible for guidance in the school; however, forty-seven per cent of the freshmen and forty-eight per cent of the seniors felt they were not familiar with the program. Only fifty-three per cent of the freshmen indicated that the guidance program had not helped

them personally as compared to seventy-nine per cent of the seniors. Both groups felt that the guidance program added value to their school.

Regarding the area of individual analysis neither a majority of freshmen or seniors had been able to examine their cumulative records. Most of the ninth and twelfth graders had taken guidance tests, were informed of the results and stated they understood these results. Forty-five per cent of the freshmen and thirty-eight per cent of the seniors desired further interpretation of their test results. Only thirty-eight per cent of the freshmen said they could identify their special abilities as compared with fifty-six per cent of the seniors. However, both groups felt reasonably sure they could identify special interests and strong and weak points. Only eighteen per cent of the freshmen said that they had written an autobiography as compared with seventy per cent of the seniors. However, only sixteen per cent of the freshmen and thirty-one per cent of the seniors felt that writing an autobiography was helpful. Fifty-six per cent of the freshmen and fifty-five per cent of the seniors stated they understood themselves to their own satisfaction and fifty-three per cent of the freshmen and fifty-six per cent of the seniors felt that most teachers understood them.

In the area of counseling sixty-three per cent of the freshmen felt that there were teachers to whom they

could go to for help, sixty-seven per cent of the seniors. However, forty-five per cent of the freshmen felt that the teachers would have sufficient time to talk to them as compared with the seniors' fifty-five per cent. A small percentage of students would go to a teacher with their problems but most of them would rather talk over their problems with other students. Only forty-nine per cent of the freshmen and forty-four per cent of the seniors would prefer talking to students rather than to parents. Most freshmen and seniors would prefer to talk over problems with parents rather than with a faculty member.

Responses of all the students in the area of occupational and educational information, indicates that fifty-one per cent of the freshmen and eighty-two per cent of the seniors had discussed occupational plans with teachers. Only forty-seven per cent of the ninth graders, but sixty per cent of the seniors felt they were able to learn of occupations while in school; sixty-nine per cent of the freshmen and eighty-eight per cent of the seniors said their school had informational files about occupations. However, most freshmen and seniors indicated that they had doubts concerning their future. Fifty-six per cent of the freshmen and fifty-nine per cent of the seniors had been on field trips, but only thirty-three per cent of the freshmen compared with sixty-one per cent of the seniors had discussed job opportunities with qualified personnel.

In the area of group activities, less than half of each class had participated in school activities as much as they would have liked, most of the freshmen and seniors had been encouraged by faculty advisors to take part in these activities, felt the opportunity was available, and felt the student council active and worth-while. Both classes indicated they would favor a leader with outstanding leadership qualities as opposed to personal friends who might be less qualified.

II. CONCLUSIONS

Based on the findings of this study the following conclusions are drawn:

In the seven participating schools the persons responsible for guidance have made themselves known, as the students stated that they knew the persons responsible for the guidance services. However, the opinions of the students indicate that there is a need for further orientation of the students regarding the guidance program. By further orientation, the students will become better acquainted with the guidance program for their own use, and also will be better able to inform new students of their school guidance program. The testing program has been helpful, according to the students, since they are aware of taking guidance tests, have been informed of the results and understood these results; however, there are still more than

one-third of the ninth and twelfth grade students that felt the need for further interpretation. This seems to indicate that the counselors need to do more in the area of test interpretation. Most revealing are the data indicating that students faced by a difficult problem prefer to talk with student friends or parents rather than with a faculty member. In comparing the opinions of the ninth and twelfth grade students regarding their responses to the questions, the investigator found that, for the most part, the opinions of both the ninth graders and twelfth graders were similar. However, this study indicates that fewer freshmen than seniors felt they had been assisted personally by the guidance program; nor were as high percentage of freshmen as seniors able to identify their special abilities. The area of occupational information shows the greatest difference between freshmen and seniors. In this area, the percentage of "yes" responses by the freshmen were much lower than those of the seniors. The freshmen stated that they had not discussed or sought information about occupations from a faculty member of their school, nor had they the opportunity to discuss job opportunities with qualified persons in other occupational areas; however, the seniors indicated that they had had this opportunity in this area. Although it is recognized that the nearness of job responsibility is more applicable to seniors than freshmen, there seems to be some need for the counselors and faculty to acquaint freshmen as well as seniors with

occupational information and occupations available.

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BIBLIOGRAPHY

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B. PERIODICALS

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APPENDIXES

APPENDIX A

Dear

I am working on my thesis for my Master's Degree from Drake University, and would appreciate your cooperation in helping me to acquire information necessary for my field report.

Enclosed you will find a counselor questionnaire, which I would like to have you answer and return to me by May 10th, Friday, if possible.

I am interested in securing the students' opinion of the guidance program and have prepared a questionnaire for the ninth and twelfth grade students. I would appreciate it if you would give me the number of the ninth and twelfth grade students you have in your school so I can send the questionnaires to you.

Would you please have the students fill out the questionnaires and return them to you as soon as possible? I am sure the information obtained can be of help to you, and I deeply appreciate your help.

Thank you again for your cooperation and I would appreciate hearing from you by May 10th.

Sincerely,

Jay Cookman

Enclosures: 2

APPENDIX B

COUNSELOR QUESTIONNAIRE

NAME _____ SCHOOL _____

1. How long have you had a guidance program in your school?
_____2. Do you have a guidance counselor for:
Ninth Grade Yes No
_____Twelfth Grade
_____3. Do you meet with each student in ninth and
twelfth grade at least once during the
school year? Yes No
_____4. Do you have an orientation program for ninth grade
and transfer students? Yes No
_____4-a. How do the students become acquainted with
your school? Check those that apply.

1. Student Handbook _____
2. Big Brother Program _____
3. Others (Please List) _____

5. Do you have an organized testing program for:
Yes No

Ninth Grade _____

Twelfth Grade _____

5-a. How many standardized tests do you give to:

Ninth Grade _____

Twelfth Grade _____

5-b. How are the test results interpreted for the
students? Check those that apply.

1. Individual Counseling _____
2. Group Counseling _____
3. Others (Please List) _____

6. Do you have occupational and educational information
available for students in: Yes No

Ninth Grade _____

Twelfth Grade _____

7. Are students encouraged by the counselor to take part in extra curricular school activities?

Yes No

8. Would you please indicate the number of ninth and twelfth grade students you have this year.

Ninth Grade _____

Twelfth Grade _____

APPENDIX C

Dear

Thank you very much for your immediate response to the questionnaire that I mailed to you Monday, I appreciate your cooperation. I have mailed the student questionnaires to you and you should be receiving them in the next few days.

I would like you to give a questionnaire to each ninth grade student and to each twelfth grade student and have them answer the questions and return the questionnaire to you as soon as possible. It makes no difference to me what procedure you use in distributing the questionnaires to the students. Do what is the most convenient in the time you have available. However, I would like to have the questionnaires returned to me by the end of this school year, but my advisor suggested that I send the questionnaire late in the year to give the students the benefits of a full year of guidance.

I am enclosing postage for the return of the questionnaires to me. When you return them, please mark the package educational material and it will be mailed at the rate of twenty cents per package.

Thank you again for your response to my questionnaire and I hope that you will be able to return the student questionnaires to me by May 29th.

Sincerely,

Jay Cookman

APPENDIX D

PUPIL OPINION QUESTIONNAIRE OF HIGH SCHOOL GUIDANCE PROGRAM

Name _____

Grade _____

Directions: Mark and (x) on the line under the response which best measures your feelings toward each question.

| Item | Yes | No | Not Sure |
|--|-------|-------|-------------|
| 1. Do you, for the most part, enjoy school? | _____ | _____ | _____ |
| 2. Are you proud of your school? | _____ | _____ | _____ |
| 3. Could you tell a new student entering your school the important things he should know to get off to a good start? | _____ | _____ | _____ |
| 4. Could you tell a new student entering your school what most of the guidance services and activities are that are carried on in this school? | _____ | _____ | _____ |
| 5. Has the guidance program of this school ever been described, explained or outlined to you for your information? | _____ | _____ | _____ |
| 6. Do you know who the faculty members are in your school who are responsible for student guidance and counseling? | _____ | _____ | _____ |
| 7. Has the school guidance program, as you understand it, assisted you personally in any way while attending this school? | _____ | _____ | _____ |
| 8. In your opinion, does the school guidance program add anything of value to your school? | _____ | _____ | _____ |
| 9. Have you had the opportunity to personally examine or have explained to you your cumulative record card? | _____ | _____ | _____ |

| | Yes | No | Not Sure |
|---|-------|-------|-------------|
| 10. Have you taken any guidance tests in high school? | _____ | _____ | _____ |
| 11. If you have taken any guidance tests, were you usually informed of the results? | _____ | _____ | _____ |
| 12. Do you understand what these results mean as far as you are concerned? | _____ | _____ | _____ |
| 13. Would you have liked further interpretations of your test scores? | _____ | _____ | _____ |
| 14. Do you feel reasonably sure that you know, at this time, what your special abilities or aptitudes are? | _____ | _____ | _____ |
| 15. Do you feel reasonably sure that you know what your special interests are? | _____ | _____ | _____ |
| 16. Do you feel that you know most of the strong and weak points of your personality? | _____ | _____ | _____ |
| 17. Do you understand yourself to your own satisfaction? | _____ | _____ | _____ |
| 18. Have you written your autobiography at any time during your high school years? | _____ | _____ | _____ |
| 19. If you did write your autobiography, did you feel that this experience was helpful to you in any way? | _____ | _____ | _____ |
| 20. Do most of your teachers seem to understand you? | _____ | _____ | _____ |
| 21. Do you feel that there is at least one teacher in this school who knows you well enough to be of genuine help in working with you on your problems? | _____ | _____ | _____ |
| 22. If your answer to the previous question was yes, do you feel that this teacher has sufficient time to help you? | _____ | _____ | _____ |

| | Yes | No | Not Sure |
|---|-------|-------|-------------|
| 23. Have you ever had a serious problem that you would have liked to have discussed with some faculty member immediately? | _____ | _____ | _____ |
| 24. If your answer to the previous question was yes, was it, or would it have been possible, regardless of the hour of the school day, to discuss this problem with a faculty person? | _____ | _____ | _____ |
| 25. Have you ever had a problem that you would have liked to talk over with a particular faculty member but didn't because you were afraid--or just couldn't figure out a way to approach this teacher with your problem? | _____ | _____ | _____ |
| 26. Would you usually prefer to talk over your personal problems with a student friend instead of a faculty member of this school? | _____ | _____ | _____ |
| 27. Do you usually prefer to talk over your personal problems with a student friend rather than your parents? | _____ | _____ | _____ |
| 28. Would you usually prefer to talk over your personal problems with your parents rather than a faculty member? | _____ | _____ | _____ |
| 29. Have you ever discussed your occupational plans with one of your teachers? | _____ | _____ | _____ |
| 30. Have you ever gone to a faculty member of this school for information about a particular field of work? | _____ | _____ | _____ |
| 31. Do you feel that you have had enough opportunities to learn about occupations in general and the occupation of your choice in particular while a student of this school? | _____ | _____ | _____ |
| 32. Do you have any doubts or indecisions about your probable choice of an occupation at this time? | _____ | _____ | _____ |

- | | Yes | No | Not
Sure |
|--|-------|-------|-------------|
| 33. Does your school have informational materials about occupations on file anywhere for your use? | _____ | _____ | _____ |
| 34. Have you eliminated any occupations from job or training considerations as a result of some activity or activities of your school guidance program? | _____ | _____ | _____ |
| 35. Have you participated in any field trips to businesses or industries? | _____ | _____ | _____ |
| 36. Have you had opportunities, through school activities, to discuss job opportunities or training programs of interest to you with people who are in these jobs? | _____ | _____ | _____ |
| 37. Could you secure assistance from your school in seeking or securing a part-time job? | _____ | _____ | _____ |
| 38. Have you participated as much as you would like in your school activities program? | _____ | _____ | _____ |
| 39. Do you find that participation in extracurricular activities has adversely affected your classwork or grades in any way? | _____ | _____ | _____ |
| 40. In your opinion, do most of the students that want to participate in the extracurricular activities of your school have the opportunity to do so? | _____ | _____ | _____ |
| 41. Are there some group activities which you wish your school offered that it does not at the present time? | _____ | _____ | _____ |
| 42. Are faculty advisors helpful and encouraging to student groups and activities? | _____ | _____ | _____ |
| 43. Have you ever joined a student group that you weren't really interested in? | _____ | _____ | _____ |

| Yes | No | Not Sure |
|-----|----|-------------|
|-----|----|-------------|

44. Is your student council an active and worth-while organization in your school?

| | | |
|-------|-------|-------|
| _____ | _____ | _____ |
|-------|-------|-------|

45. In voting for a student leader, would you vote for the student you personally liked best over other students you knew to be better qualified for leadership?

| | | |
|-------|-------|-------|
| _____ | _____ | _____ |
|-------|-------|-------|